

Proficiency Scales

Social Studies
GRADE 5
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

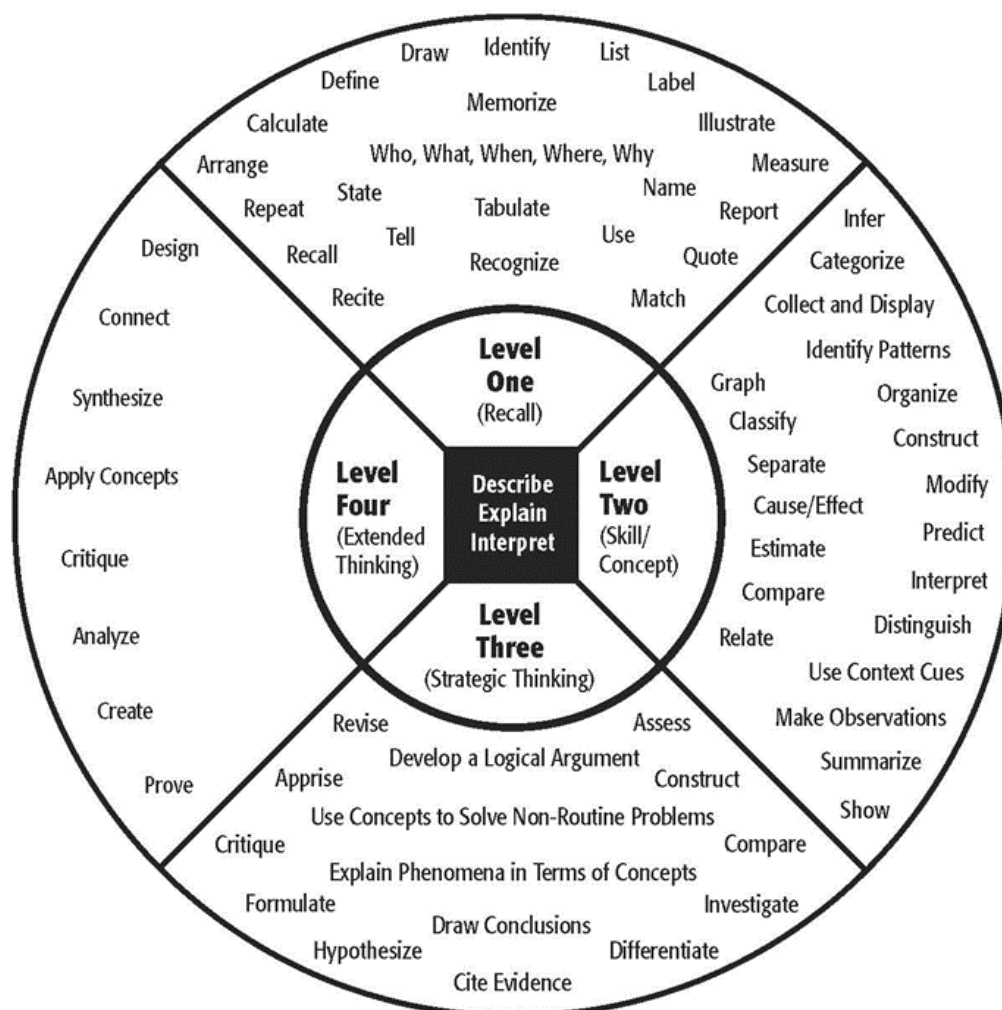
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Social Studies Standards

The social studies standards are more thematic in nature than the standards for other content areas. Thus, you will find that some standards are referenced across grade levels, differentiated by the nature of the knowledge, processes, or products for a particular grade level.

Multiple standards will often be referenced on a proficiency scale for a particular theme and grade level. Some of the accompanying learning targets on the scale are assigned a 3.0 level status, while others are assigned a 2.0 level status. Those at 3.0 level have been prioritized for reporting purposes. The standard code has been noted after each 3.0 learning target.

In addition, fourth and seventh grades study state history. Some of the learning targets in the fourth-grade and seventh-grade proficiency scales are specific to Texas, but application can be made to other states.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

1. Culture

Essential Question: What role does culture play in God's plan for our relationships with others?

Big Idea: Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

2. Time, Continuity, and Change

Essential Question: What role does God play in the development of communities, nations, and the world?

Big Idea: God is active in history and ultimately His unfolding plan will triumph.

3. People, Places, and Environments

Essential Question: How does God respond to man-made changes in the environment and their impact on human life?

Big Idea: The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

4. Individual Development and Identity

Essential Question: What role does choice play in the development of individual identity?

Big Idea: God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

5. Individuals, Groups, and Institutions

Essential Question: What is the role of the Seventh-day Adventist Church?

Big Idea: The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

6. Power, Authority, and Governance

Essential Question: What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

Big Idea: Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

7. Production, Distribution, and Consumption

Essential Question: How does God expect us to use the resources He has provided?

Big Idea: God supplies all of our needs and allows us to choose to be responsible stewards.

8. Science, Technology, and Society

Essential Question: How has God enabled humans to develop science and technology to improve society?

Big Idea: God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

9. Global Connections

Essential Question: How do global issues and connections impact the gospel commission?

Big Idea: God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

10. Civic Ideals and Practices

Essential Question: According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and governments of man?

Big Idea: Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.

Subject: **Social Studies**Domain: **Culture**Grade: **5**Strand: **Racial, Ethnic, and Religious Groups****Standards:** SS.5-8.C.1 Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people

SS.5-8.C.2 Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance

SS.5-8.C.10 Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity (<i>e.g., research an individual from a racial, ethnic, or religious group to determine their contributions to our national identity</i>) DOK 3 (SS.5-8.C.10) I can analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.Evaluate the impact of 19th century reform movements, including the abolitionist movement, educational reform, temperance, the women’s rights movement, prison reform, the labor reform movement, and care of the disabled (<i>e.g., illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding; write a paper presenting the analysis of a current or past conflict or example of cooperation between two or more cultural groups, identifying the relevant cultural beliefs and behaviors of the groups involved, the differences and similarities of those beliefs and behaviors and the ways in which these contribute to the example of conflict or cooperation</i>) DOK 3 (SS.5-8.C.10) I can evaluate the impact of 19th century reform movements.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Abolitionist, accommodation, adaptation, assimilation, behavior, belief, cohesion, cross-cultural, culture, dissonance, diversity, economic, ethnic, immigration, institution, political, racial, religious, social class, tradition, urbanization, values</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain culture as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people	

	<ul style="list-style-type: none"> • Explain how people from different cultures develop different values and ways of interpreting experience • Identify racial, ethnic, and religious groups that settled in the United States in the 17th, 18th, and 19th centuries, and explain their reasons for immigration • Explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs • Identify ways conflicts between people from various racial, ethnic, and religious groups were addressed • Identify the political, social, and economic contributions of women to American society • Describe the historical development of the abolitionist movement 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Culture**
Strand: **Religion and the Arts**Grade: **5****Standards:** SS.5-8.C.1 Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people

SS.5-8.C.2 Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance

SS.5-8.C.9 Explain how people from different cultures develop different values and ways of interpreting experience

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life (<i>e.g., survey individuals in the community to determine the impact of the First Amendment guarantees of religious freedom on their way of life</i>) DOK 3 (SS.5-8.C.9) I can analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.Analyze the relationship between the arts and continuity and change in the American way of life (<i>e.g., show how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference</i>) DOK 3 (SS.5-8.C.9) I can analyze the relationship between the arts and the American way of life.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Accommodation, adaptation, assimilation, behavior, belief, cohesion, dissonance, diversity, institution, religious freedom, society, tradition, values</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain culture as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of peopleTrace the development of religious freedom in the United StatesDescribe religious influences on social movements, including the impact of the first and second Great AwakeningsIdentify examples of American art, music, and literature that reflect society in different eras (<i>e.g., the Hudson River School artists, the “Battle Hymn of the Republic,” and the Romantic Period literature</i>)	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies	Domain: Time, Continuity, and Change Strand: Colonization Era	Grade: 5
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Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world
 SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect
 SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures
 SS.5-8.TCC.9 Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world
 SS.5-8.TCC.13 Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies (e.g., <i>use a variety of primary and secondary sources, such as documents, letters, diaries, maps, textbooks, and photos, to identify the political, economic, religious, and social reasons for the establishment of the 13 English colonies</i>) DOK 3 (SS.5-8.TCC.9) I can compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government (e.g., <i>use a variety of sources to determine the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; present findings in an oral report</i>) DOK 3 (SS.5-8.TCC.13) I can analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Causality, cause and effect, change, chronology, complexity, conflict, cultural, culture, democratic, economic, geographic, historical, ideal, multiple perspectives, political, primary and secondary sources, principle, prophecy, social</i> 	

	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Explain that the study of the past provides a representation of the history of communities, nations, and the world • Explain the significance of the founding of Jamestown in 1607 and the arrival of the Pilgrims and signing of the Mayflower Compact in 1620 • Identify reasons for English, Spanish, and French exploration and colonization of North America • Explain the reasons for the growth of representative government and institutions during the colonial period • Describe how religion and virtue contributed to the growth of representative government in the American colonies 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Time, Continuity, and Change	Grade: 5
		Strand: Revolutionary and Constitutional Eras	
Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present SS.5-8.TCC.13 Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Analyze causes of the American Revolution (e.g., the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War) DOK 3 (SS.5-8.TCC.6) I can analyze causes of the American Revolution.Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifth Compromise (e.g., use methods of historical inquiry to analyze the issues of the Constitutional Convention of 1787; present findings in a visual format) DOK 3 (SS.5-8.TCC.13) I can analyze the issues of the Constitutional Convention of 1787.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">Causality, cause and effect, change, chronology, complexity, conflict, culture, democratic, historical, ideal, multiple perspectives, primary and secondary sources, principle The student will perform basic processes, such as: <ul style="list-style-type: none">Explain that the study of the past provides a representation of the history of communities, nations, and the worldExplain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin,		

	<p>Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p> <ul style="list-style-type: none"> • Explain the significance of the adoption of the Declaration of Independence in 1776 and the writing of the U.S. Constitution in 1787 • Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783 • Make informed decisions as responsible citizens to propose policies and take action on an important current issue 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Time, Continuity, and Change** Grade: **5**
Strand: **Early Republic and Age of Jackson Eras**

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world

SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect

SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures

SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Describe major domestic problems faced by the leaders of the new republic (<i>e.g., maintaining national security, creating a stable economic system, and setting up the court system</i>) DOK 3 (SS.5-8.TCC.6) I can describe major domestic problems faced by the leaders of the new republic.Explain the impact of the election of Andrew Jackson (<i>e.g., expanded suffrage</i>) DOK 3 (SS.5-8.TCC.6) I can explain the impact of the election of Andrew Jackson.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Causality, cause and effect, change, chronology, complexity, conflict, culture, domestic, foreign policy, historical, multiple perspectives, political party, primary and secondary sources</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of the past provides a representation of the history of communities, nations, and the worldSummarize arguments regarding protective tariffs, taxation, and the banking systemExplain the origin and development of American political partiesExplain the causes, important events, and effects of the War of 1812Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe DoctrineAnalyze the reasons for the removal and resettlement of Cherokee Indians	

	during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Time, Continuity, and Change**
Strand: **Westward Expansion Era**

Grade: **5**

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world
SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect
SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures
SS.5-8.TCC.9 Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world
SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present
SS.5-8.TCC.13 Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Analyze the westward growth of the nation and its effects on the political, economic, and social development of the nation (<i>e.g., the Louisiana Purchase and Manifest Destiny</i>) DOK 3 (SS.5-8.TCC.6,9) I can analyze the westward growth of the nation. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Causality, cause and effect, change, chronology, complexity, conflict, cultural, culture, democratic, domestic, economic, foreign policy, geographic, historical, ideal, multiple perspectives, political party, primary and secondary sources, principle, social</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Explain that the study of the past provides a representation of the history of communities, nations, and the world Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States Explain the causes and effects of the U.S.-Mexican War and their impact on the United States Explain the significance of the Louisiana Purchase in 1803 	
	Score	Partial success at score 2.0 content and major errors or omissions regarding

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Time, Continuity, and Change**
Strand: **Reform Movements, Sectionalism,
and Civil War Eras**

Grade: **5**

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world
SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect
SS.5-8.TCC.3 Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past
SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures
SS.5-8.TCC.8 Outline the origins and influences of social, cultural, political, and economic systems
SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present
SS.5-8.TCC.13 Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
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Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
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Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams (<i>e.g., write a paper based on a variety of primary and secondary sources, comparing the effects of congressional conflicts and compromises prior to the Civil War</i>) DOK 3 (SS.5-8.TCC.3,6) I can compare the effects of congressional conflicts and compromises before the Civil War. Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (<i>e.g., write an editorial offering historical evidence of the role of slavery in causing the Civil War</i>) DOK 3 (SS.5-8.TCC.6) I can explain the role of slavery in causing the Civil War. Explain the significance of the Civil War during 1861-1865 (<i>e.g., use interviews with eyewitnesses of the Civil War to develop an exhibition based on those oral histories</i>) DOK 3 (SS.5-8.TCC.6) I can explain the significance of the Civil War. Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's
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	<p>inaugural address (e.g., use primary and secondary sources to analyze Abraham Lincoln's ideas about liberty, equality, union, and government and contrast them with Jefferson Davis's ideas on the same topics) DOK 3 (SS.5-8.TCC.13)</p> <p>I can analyze Abraham Lincoln's ideas about liberty, equality, union, and government and compare them with Jefferson Davis's ideas.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Causality, cause and effect, change, chronology, complexity, conflict, cultural, culture, democratic, economic, historical, ideal, multiple perspectives, political, primary and secondary sources, principle, social</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain how the study of the past provides a representation of the history of communities, nations, and the world Analyze the impact of tariff policies on sections of the United States before the Civil War Compare the effects of political, economic, and social factors on slaves and free blacks Analyze the impact of slavery on different sections of the United States Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar Explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Time, Continuity, and Change**

Grade: **5**

Strand: **Reconstruction Era, Great Controversy**

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world

SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect

SS.5-8.TCC.4 Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history

SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures

SS.5-8.TCC.8 Outline the origins and influences of social, cultural, political, and economic systems

SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

SS.5-8.TCC.14 Study the prophetic outlines of Daniel and the Revelation

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups (e.g., *use a variety of primary and secondary sources, such as documents, letters, diaries, maps, textbooks, and photos, to explain the political, economic, and social problems during Reconstruction and their impact on different groups*) **DOK 3** (SS.5-8.TCC.6,8)
I can evaluate the impact of economic, political, and social problems during Reconstruction on different groups.
- Trace the Great Controversy throughout history (e.g., *using the Bible and the Spirit of Prophecy, create a timeline that traces the Great Controversy throughout history*) **DOK 3** (SS.5-8.TCC.4)
I can trace the Great Controversy throughout history.

Score
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- *Causality, cause and effect, change, chronology, complexity, conflict, cultural, culture, Daniel and Revelation, economic, Great Controversy, historical, legislative, multiple perspectives, political, primary and secondary sources, prophetic, Reconstruction, reform, social, Spirit of Prophecy*

The student will perform basic processes, such as:

	<ul style="list-style-type: none"> • Explain how the study of the past provides a representation of the history of communities, nations, and the world • Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments • Explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels • Study the prophetic outlines of Daniel and Revelation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **People, Places, and Environments**Grade: **5**

Standards: SS.5-8.PPE.1 Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources

SS.5-8.PPE.3 Describe concepts such as: location, region, place, and migration, as well as human and physical systems

SS.5-8.PPE.4 Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts

SS.5-8.PPE.8 Discuss human modifications of the environment

SS.5-8.PPE.11 Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments

SS.5-8.PPE.12 Discuss the Christian's responsibility for the Earth's environment and its resources

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States (*e.g., construct a series of maps depicting changes in the relationships among people, places, and environments over time in a given location*) **DOK 3** (SS.5-8.PPE.4,11)

I can analyze the effects of physical and human geographic factors on historical events in the United States.

- Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States through the mid-19th century (*e.g., construct a map depicting the historical expansion of the United States that demonstrates an understanding of relative location, distance, direction, boundaries, major physical features, size and shape*) **DOK 3** (SS.5-8.PPE.4,11)

I can analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States.

Score
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- Climate, distribution, economic, environment, era, geographic, historical, human and physical systems, location, migration, modification, natural resources,*

	<p><i>place, population, region, settlement</i></p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Explain that the study of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources • Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries • Compare places and regions of the United States in terms of physical and human characteristics • Describe the positive and negative consequences of human modification of the physical environment of the United States • Identify the Christian's responsibility for the Earth's environment and its resources 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Individual Development and Identity**Grade: **5**

Standards: SS.5-8.IDI.1 Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time
SS.5-8.IDI.3 Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception
SS.5-8.IDI.7 Embrace and cultivate a personal relationship with Christ
SS.5-8.IDI.8 Discuss how individuals' choices influence identity and development
SS.5-8.IDI.10 Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes
SS.5-8.IDI.11 Develop a respect for others including senior citizens and individuals with disabilities

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze the impact of conformity and altruism on identity (<i>e.g., identify examples of conformity and altruism; develop a small group presentation, such as a paper, wiki, blog, or case study, to describe and analyze how choices impact identity</i>) DOK 3 (SS.5-8.IDI.8) I can analyze the impact of conformity and altruism on identity.Identify biases that can influence a person's perceptions of other individuals including individuals belonging to groups with different physical, social, or cultural characteristics (<i>e.g., use vignettes, cases, or works of literature that identify perceptions, bias, and stereotypes; write a summary paragraph identifying the impact on the individual and others</i>) DOK 3 (SS.5-8.IDI.10) I can identify biases that can influence a person's perceptions of others.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Bias, change, choice, cognitively, development, disability, emotionally, family, groups, identity, individual, learning, motivation, perception, personality, physically, relationship, respect, stereotype</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over timeExplain how individuals' choices influence identity and developmentExplain that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes	

	<ul style="list-style-type: none"> • Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space • Develop a respect for others including senior citizens and individuals with disabilities • Develop a personal relationship with Christ 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Individuals, Groups, and Institutions** Grade: **5**

Standards: SS.5-8.IGI.1 Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions
SS.5-8.IGI.2 Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender
SS.5-8.IGI.9 Demonstrate how institutions may promote or undermine social conformity
SS.5-8.IGI.11 Critique how groups and institutions influence culture in a variety of ways
SS.5-8.IGI.12 Participate in age-appropriate outreach and service projects

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">• Demonstrate how institutions may promote or undermine social conformity (<i>e.g., identify examples of tensions between belief systems and governmental actions and policies</i>) DOK 3 (SS.5-8.IGI.9) I can show how institutions promote or undermine social conformity.• Analyze how groups and institutions influence culture (<i>e.g., choose a group or institution and interview the members to determine how the group or institution influences culture</i>) DOK 3 (SS.5-8.IGI.11) I can determine how a group or institution influences culture.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none">• <i>Belief, competition, conflict, conformity, cooperation, cultural diffusion, culture, ethnicity, ethnocentrism, gender, group, institution, mores, norm, outreach, race, role, service, social, socialization, society, status</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• Explain that the study of individuals, groups, and institutions helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions• Explain how conformity can be good or bad for society• Identify ways that groups and institutions influence culture• Participate in age-appropriate outreach and service projects	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Power, Authority, and Governance**
Strand: **American Beliefs and Principles**Grade: **5****Standards:** SS.5-8.PAG.1 Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land

SS.5-8.PAG.3 Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights (<i>e.g., provide examples of principles reflected in the U.S. Constitution</i>) DOK 3 (SS.5-8.PAG.3) <p>I can analyze how the U.S. Constitution reflects American beliefs and principles.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Articles of Confederation, Bill of Rights, checks and balances, colonial, constitutional, Declaration of Independence, democracy, Federalism, individual rights, limited government, minority rights, popular sovereignty, principle, republicanism, rights, rule of law, self-government, separation of church and state, separation of powers, U.S. Constitution</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of governmentSummarize the strengths and weaknesses of the Articles of ConfederationIdentify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of RightsExplain the role of significant individuals (<i>e.g., Thomas Hooker, Charles de Montesquieu, and John Locke</i>) in the development of self-government in colonial America	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Power, Authority, and Governance**
Strand: **U.S. Constitution**Grade: **5****Standards:** SS.5-8.PAG.1 Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land

SS.5-8.PAG.4 Evaluate fundamental values of constitutional democracy

SS.5-8.PAG.6 Exhibit tolerance and respect for individuals with different beliefs and viewpoints

SS.5-8.PAG.9 Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Describe the impact of the 13th, 14th, and 15th amendments (<i>e.g., use a variety of sources to determine the impact of the 13th, 14th, and 15th amendments; write a short summary of findings</i>) DOK 3 (SS.5-8.PAG.1) I can describe the impact of the 13th, 14th, and 15th amendments.Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War (<i>e.g., research constitutional issues arising over the issue of states' rights; present findings in a PowerPoint</i>) DOK 3 (SS.5-8.PAG.1) I can explain constitutional issues that arose over the issue of states' rights.Evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States (<i>e.g., prepare a paper, evaluating the impact of the Supreme Court decision Dred Scott v. Sandford, and present and defend it before an appropriate forum in the school or community</i>) DOK 3 (SS.5-8.PAG.4) I can evaluate the impact of the Supreme Court decision Dred Scott v. Sandford.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Amendment, Anti-Federalists, belief, constitutional, democracy, Federalists, judicial review, rights, Supreme Court, U.S. Constitution</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Summarize the purposes for amending the U.S. ConstitutionAnalyze the arguments of the Federalists and Anti-Federalists, including those	

	of Alexander Hamilton, Patrick Henry, James Madison, and George Mason <ul style="list-style-type: none"> • Identify the origin of judicial review • Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden • Exhibit tolerance and respect for individuals with different beliefs and viewpoints • Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

**Subject: Social Studies Domain: Production, Distribution, and Consumption Grade: 5**

Standards: SS.5-8.PDC.4 Evaluate how the economic choices that people make have both present and future consequences
SS.5-8.PDC.10 Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze the causes and effects of economic differences among different regions of the United States at selected times (<i>e.g., use sources to determine the causes and effects of economic differences among different regions of the United States prior to 1877 and develop a media presentation to share findings; develop and present public policy proposals that identify local economic problems and propose possible solutions</i>) DOK 3 (SS.5-8.PDC.4) I can analyze the causes and effects of economic differences among different regions of the United States.Analyze the economic factors that brought about rapid industrialization and urbanization, resulting in the Industrial Revolution in the 19th century (<i>e.g., research and present in written form the economic factors that brought about the Industrial Revolution</i>) DOK 3 (SS.5-8.PDC.4) I can analyze the economic factors that contributed to the Industrial Revolution.Describe the characteristics and the benefits of the U.S. free enterprise system through 1877 (<i>e.g., use sources to determine the characteristics of the U.S. free enterprise system through 1877, and explain in visual formats how these characteristics benefited consumers and producers</i>) DOK 3 (SS.5-8.PDC.10) I can describe the characteristics and benefits of the U.S. free enterprise system through 1877.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Consumption, economic, free enterprise system, goods, Industrial Revolution, industrialization, market economy, minimal government regulation, plantation system, production, property rights, service, taxation, transatlantic slave trade, urbanization, War of 1812</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify economic differences among different regions of the United States	

	through 1877 <ul style="list-style-type: none"> • Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery • Identify the economic effects of the War of 1812 • Explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Science, Technology, and Society**Grade: **5**

Standards: SS.5-8.STS.1 Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks
SS.5-8.STS.7 Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities
SS.5-8.STS.8 Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith-based activities
SS.5-8.STS.9 Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge
SS.5-8.STS.12 Analyze how science and technology sometimes create ethical issues that test our standards and values
SS.5-8.STS.13 Detail the need for laws and policies to govern scientific and technological applications
SS.5-8.STS.14 Design a project using technology to serve the church and community

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze how technological innovations brought about economic growth (<i>e.g., development of the factory system and the construction of the Transcontinental Railroad</i>) DOK 3 (SS.5-8.STS.7) I can analyze how technology influenced economic growth.Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history (<i>e.g., design a project using technology to serve the church and community and compare its effects with other potential solutions</i>) DOK 3 (SS.5-8.STS.9,14) I can compare the effects of science and technology on daily life.Analyze the need for laws and policies to govern scientific and technological applications (<i>e.g., select a local problem related to science or technology, explore several perspectives, and prepare a multimedia presentation with supporting evidence for a proposed solution that follows established guidelines</i>) DOK 3 (SS.5-8.STS.13) I can analyze the need for laws to govern scientific and technological applications.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Belief, economy, empirical, ethical, industrialization, science, social, standard,</i>	

	<p><i>technology, values</i></p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Explain how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks • Explain the effects of technological and scientific innovations (<i>e.g., the steamboat, the cotton gin, the telegraph, and interchangeable parts</i>) • Analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally • Identify examples of how industrialization changed life in the United States • Identify examples of how science and technology sometimes create ethical issues that test our standards and values 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Global Connections**Grade: **5**

Standards: SS.5-8.GC.6 Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures
SS.5-8.GC.7 Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations (<i>e.g., develop and make a presentation on the strategies that can be used by a society or nation to facilitate peaceful relations with other societies or nations; analyze policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights</i>) DOK 3 (SS.5-8.GC.6) I can analyze cases of conflict and cooperation among groups, communities, regions, societies, and nations.Identify ways in which world missions of the Seventh-day Adventist church promote global connections (<i>e.g., after researching the world missions of the Seventh-day Adventist church, develop a project or presentation to address ways in which world missions promote global connections</i>) DOK 3 (SS.5-8.GC.7) I can show how world missions of the Seventh-day Adventist church promote global connections.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Culture, global connections, human rights, universal, world missions</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify examples of conflict and cooperation among groups, communities, regions, societies, and nationsExplain how universal human rights cut across cultures but are not necessarily understood in the same way in all culturesExplain how world missions of the Seventh-day Adventist church promote global connections	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Civic Ideals and Practices**Grade: **5**

Standards: SS.5-8.CIP.1 Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society
SS.5-8.CIP.2 Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent
SS.5-8.CIP.3 Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship
SS.5-8.CIP.5 Interpret key documents and excerpts from key sources that define and support democratic ideals and practices
SS.5-8.CIP.6 Identify the origins and function of major institutions and practices developed to support democratic ideals and practices
SS.5-8.CIP.7 Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues
SS.5-8.CIP.9 Compare religious freedom in various parts of the world

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Summarize rights guaranteed in the Bill of Rights (<i>e.g., use a variety of media to summarize the rights guaranteed in the Bill of Rights</i>) DOK 3 (SS.5-8.CIP.5) I can summarize the rights guaranteed in the Bill of Rights.Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history (<i>e.g., the Boston Tea Party and Henry David Thoreau's refusal to pay a tax</i>) DOK 3 (SS.5-8.CIP.6) I can analyze reasons for and the impact of examples of civil disobedience in the U.S.Identify different points of view of political parties and interest groups on important historical issues (<i>e.g., Identify, seek, describe, and evaluate multiple points of view about selected issues, and note the strengths, weaknesses, and consequences associated with holding each position</i>) DOK 3 (SS.5-8.CIP.7) I can identify different points of view of political parties and interest groups on important issues.Compare religious freedom in various parts of the world (<i>e.g., research religious freedom in various parts of the world and report on findings</i>) DOK 3 (SS.5-8.CIP.9) I can compare religious freedom in various parts of the world.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Appointed, Bill of Rights, citizenship, civic, civil disobedience, compromise, constitutional republic, democratic, elected, Founding Fathers, free speech and press, ideal, institution, interest group, political party, religious freedom, resolution, society, unalienable rights, virtue</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that the study of civic ideals and practices helps us to learn about and know how to work for the betterment of society Define and give examples of unalienable rights Identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries Evaluate the contributions of the Founding Fathers as models of civic virtue Describe the importance of free speech and press in a constitutional republic Summarize historical events in which compromise resulted in a resolution (e.g., <i>Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act</i>) Analyze the leadership qualities of elected and appointed leaders of the United States (e.g., <i>George Washington, John Marshall, and Abraham Lincoln</i>) Describe the contributions of significant political, social, and military leaders of the United States (e.g., <i>Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton</i>) Define and give examples of religious freedom 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	