

ELEMENTARY SOCIAL STUDIES – Functional Independence

Grade Span	Emerging	Attained	Surpassed
<p>Grade 5</p> <p>General Statement</p>	<p>Based on the <i>Supported Independence EGLCEs</i>,¹ a student who is emerging toward the performance standard should typically, with moderate assistance, be able to...</p>	<p>Based on the <i>Supported Independence EGLCEs</i>,¹ a student who attained the performance standard should typically, with minimal assistance, be able to...</p>	<p>Based on the <i>Supported Independence EGLCEs</i>,¹ a student who surpassed the performance standard should typically, with minimal to no assistance, be able to...</p>
<p>America: Beginnings to 1620</p> <p>Performance Level Descriptor</p>	<p>Demonstrate a limited ability to:</p> <ul style="list-style-type: none"> • Answer basic questions about the life of peoples living in North America before European exploration. • Identify causes and/or consequences of European exploration and colonization. • Identify consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century. 	<p>Demonstrate a basic ability to:</p> <ul style="list-style-type: none"> • Answer basic questions about the life of peoples living in North America before European exploration. • Identify causes and consequences of European exploration and colonization. • Identify consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century. 	<p>Demonstrate a consistent ability to:</p> <ul style="list-style-type: none"> • Answer basic questions about the life of peoples living in North America before European exploration. • Identify causes and consequences of European exploration and colonization. • Identify consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.
<p>Colonization and Settlement (1585-1763)</p> <p>Performance Level Descriptor</p>	<p>Demonstrate a limited ability to:</p> <ul style="list-style-type: none"> • Identify settlement patterns and significant developments in Southern, New England, and/or the mid-Atlantic colonies. • Identify at least one component of the slave system in the Americas and its impact on the life of Africans. • Identify at least one reason for regional differences in colonial America. 	<p>Demonstrate a basic ability to:</p> <ul style="list-style-type: none"> • Identify or compare settlement patterns and significant developments in Southern, New England, and the mid-Atlantic colonies. • Identify some components of the slave system in the Americas and its impact on the life of Africans. • Distinguish among and identify reasons for regional differences in colonial America. 	<p>Demonstrate a consistent ability to:</p> <ul style="list-style-type: none"> • Identify and compare settlement patterns and significant developments in Southern, New England, and the mid-Atlantic colonies. • Identify all components of the slave system in the Americas and its impact on the life of Africans. • Compare and contrast the reasons for regional differences in colonial America.

¹ When using age/grade-appropriate instructional materials.

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<p>Revolution and the New Nation (1754-1800s) Performance Level Descriptor</p>	<p>Demonstrate a limited ability to:</p> <ul style="list-style-type: none"> • Identify one or more major reasons for the American Revolution. • Identify one or more differences between the Continental and British Armies and/or major turning points in the Revolutionary War. • Identify at least one challenge faced by the new nation under the Articles of Confederation, and/or reasons for the development of the Constitution as a new plan for governing. 	<p>Revolution and the New Nation (1754-1800s) Demonstrate a basic ability to:</p> <ul style="list-style-type: none"> • Identify the major reasons for the American Revolution. • Identify key differences between the Continental and British Armies, key battles, and turning points of the Revolutionary War. • Identify challenges faced by the new nation under the Articles of Confederation, and reasons for the development of the Constitution as a new plan for governing. 	<p>Revolution and the New Nation (1754-1800s) Demonstrate a consistent ability to:</p> <ul style="list-style-type: none"> • Identify the major reasons for the American Revolution. • Identify various differences between the Continental and British Armies, key battles, and turning points of the Revolutionary War. • Identify challenges faced by the new nation under the Articles of Confederation, and reasons for the development of the Constitution as a new plan for governing.
<p>Knowledge, Process, and Skills-Public Discourse, Decision Making, and Citizen Involvement Performance Level Descriptor</p>	<p>Demonstrate a limited ability to:</p> <ul style="list-style-type: none"> • Use basic graphic data to demonstrate an understanding of a past or current policy issue. • Identify one or more core democratic values. 	<p>Demonstrate a basic ability to:</p> <ul style="list-style-type: none"> • Use basic graphic data or other sources to demonstrate an understanding of past or current policy issues. • Identify multiple core democratic values and how they play a role in people’s daily lives. 	<p>Demonstrate a consistent ability to:</p> <ul style="list-style-type: none"> • Use basic graphic data or other sources to demonstrate an understanding of past or current policy issues. • Identify all of the core democratic values and how they play a role in people’s daily lives.

¹ When using age/grade-appropriate instructional materials.