

Fifth Grade Social Studies Scales

Students will be able to compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is able to compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.
2	Student is able to meet all level 1 objectives independently and can identify ways different groups of Indigenous Peoples adapted to or modified the environment.
1	Student is able to give an example of one way Indigenous Peoples adapted to or modified their environment with help.

Students will be able to use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization, including who was impacted

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is independently able to do all of level 2 and use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.
2	Student is able to meet all level 1 objectives independently and identify multiple goals, obstacles, motivations, and consequences of European exploration and colonization of the Americas with help.
1	Student is able to identify one goal, obstacle, motivation, or consequence of European exploration and colonization of the Americas.

Students will be able to describe significant developments in the Southern colonies

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is able to independently do all level 2 and describe all significant developments in the Southern colonies.
2	Student is able to explain several of the significant developments in the Southern colonies.
1	Student is able to explain one significant development in the Southern Colonies.

Students will be able to describe the significant developments in the New England colonies.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is able to independently do all level 2 and describe all significant developments in the New England colonies, as listed above.
2	Student is able to explain several of the significant developments in the New England colonies as listed above.
1	Student is able to explain one significant development in the New England Colonies.

Growing Learners, Preparing Students

Students will be able to use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is able to meet all level 2 objectives independently, use the Declaration of Independence to explain the reasons why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.
2	Student is able to meet all level 1 objectives independently, use the Declaration of Independence to explain 1-2 ways why many colonists wanted to separate from Great Britain or why they believed they had the right to do so.
1	Student is able to use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so with help.

Students will be able to describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is able to meet all level 2 objectives independently and describe all the advantages and disadvantages as listed above..
2	Student is able to meet all level 1 objectives independently and describe 2-3 of the advantages and disadvantages as listed above..
1	Student is able to describe the advantages and disadvantages as listed above, with help.

Students will be able to explain why the Constitutional Convention was convened and why the Constitution was written.

4	Student meets all level 3 objectives independently, above grade level, and/or demonstrates skills beyond what was taught.
3	Student is able to meet all level 2 objectives independently and explain why the Constitutional Convention was convened and why the Constitution was written.
2	Student is able to meet all level 1 objectives independently and explain why the Constitutional Convention was convened or why the Constitution was written.
1	Student is able to explain why the Constitutional Convention was convened and why the Constitution was written, with help

These are end of the year goals for 5th grade Social Studies