		Strand: Geography	
		Strand: Geography	
		Topic: Identify, locate, and describe the five major REGIONS of the United States	
		Level: 5th Grade	
Score 4.0		**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning**	**Sample Tasks** ● Compare/contrast 2 main U.S. regions. ● Given an immigrant profile, student will make a recommendation of which region will most closely fit immigrant preferences for a place to live. ● Name the advantages/disadvantages of living in each region.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		**The student:** ● Identifies U.S. regions on a map ● Identifies characteristics of the U.S. regions: natural resources, climate, landforms ● Can use latitude and longitude to acquire information and answer questions. **The student exhibits no major errors or omissions.**	● Label the U.S. regions. ● Describe geographical features of each U.S. region. ● Use latitude and longitude to find specific locations on a map/globe. ● Name locations by giving the precise latitude and longitude.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology, such as: o region, climate, landform, north, south, east, west, compass rose, latitude, longitude, prime meridian, equator ● performs basic processes, such as: o labels a compass rose o defines vocabulary terms **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Label a compass rose. ● Define vocabulary terms.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		**Even with help, no understanding or skill demonstrated.**	

		Strand: History	
		Topic: Native Americans	
		Level: 5th Grade	
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning		Sample Tasks
			● When given a reading passage describing the relationship between two Native American groups, students can infer the positive and negative effects on each group. ● Impact and effects of explorers on the Native American tribes.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: ● Compares and contrasts historic Native American groups of the West, Southwest, Pacific Northwest, Arctic and Sub -Arctic, Great Plains, and Eastern Woodlands regions. ● Identifies Native American settlements on maps and explain the reasons for these places. ● Describes how Native Americans adapted to their physical environment. The student exhibits no major errors or omissions.		● Given a map of the Native American regions, students can identify locations of specific groups and describe advantages and disadvantages of living in that region. ● Using a map, or a picture, student will be able to describe the environment, how groups get food, build shelter, etc. to adapt to their environment.
	w2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:
	● recognizes or recalls specific terminology, such as:
	  o
	● performs basic processes, such as:
	  o locates the 5 US climate regions on a map.
	  o describes the climate and natural resources of a certain region.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Given a blank map of the United State, students can identify the 5 regions.
			● Students can choose appropriate climate and natural resources in a multiple choice question.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Explorers			
Topic: Examine accounts of early European exploration of North America including major land and water routes, reasons for explorations, and the impact the exploration had.			
Level: 5th Grade			
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning		Sample Tasks
			● State who deserves credit for discovering the Americas and justify your choice with historical evidence. ● Describe which European explorer impacted Native Americans the most and provide evidence to justify answer.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: ● Identifies the 7 reasons for exploration (fame, wealth, foreign goods, religion, trade routes, national pride, curiosity) ● Explains the impact of the early European explorations ● Identifies early European explorers (Christopher Columbus, Henry Hudson, Hernán Cortés, Juan Ponce de Leon, Amerigo Vespucci, Samuel de Champlain) The student exhibits no major errors or omissions.		● Student will identify reasons for exploration ● Given details of specific explorations, students will identify European explorers. ● Describe major impacts of early European explorers
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:
	
	● recognizes or recalls specific terminology, such as:
	   o
	● performs basic processes, such as:
	   o Identifies the 7 continents and the 5 oceans
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Label the 7 continents and the 5 oceans on a map

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

		Strand: History	
		Topic: 13 Colonies	
		Level: 5th Grade	
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Tasks
			● Students will compare and contrast difficulties of establishing a colony in the 1600s versus today. ● Identifying and describing the effects of the Triangular Trade.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: ● Identifies and locates each of the 13 British colonies individually and by region (New England, Middle, and Southern) ● Describes the political, social, religious, and economic organization and structure of each region. The student exhibits no major errors or omissions.		● Given a map of Colonial America, students can identify locations of the 13 colonies. ● Students will summarize the economy of each colonial region. ● Students will compare and contrast political, social, and reasons for establishment (religion) of two colonial regions of their choice.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:
	 ● recognizes or recalls specific terminology, such as:
	   o colony, charter, indentured servant, cash crop, and plantation
	 ● performs basic processes, such as:
	   o Locates the 3 colonial regions on a map.
	
	 However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Given a blank map of colonial United States, students can identify the 3 regions.
			 ● Using a word bank, students can match vocabulary terms to their definition.
			 ● Other vocab to discuss: import, export, slavery, slave trade

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Strand: History	
	Topic: American Revolution (Causes Pt. 1)	
	Level: 5th Grade	
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning**	**Sample Tasks**
		● Describe ways in which the events from 1754-1774 lead to the colonists' difficult decision to break away from the mother country, Great Britain.
	3.5 — In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Analyzes the causes of the American Revolution as outlined in the Declaration of Independence. ● Understands how political, religious, and economic ideas brought about the American Revolution 　　o Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, French and Indian War, Boston Tea Party, Boston Massacre. **The student exhibits no major errors or omissions.**	● Many people consider Crispus Attucks to be the first person killed in the fight for freedom during the Boston Massacre. Explain why the Boston Massacre happened and who do you think is to blame? ● List two reasons why King George III imposed taxes on the colonists.
	2.5 — No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology, such as: 　　o boycott, repeal, ammunition, Loyalist, Patriot, and militia ● performs basic processes, such as: 　　o Orders major events that led up to the Revolutionary War. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Given a timeline, students can fill in missing events that led up to the Revolutionary War. ● Using context clues, students can match define vocabulary words.
	1.5 — Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 — With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Strand: History	
	Topic: American Revolution (People & Events Pt. 2)	
	Level: 5th Grade	
Score 4.0	**In addition to Score 3.0, the student:** ● Describes the contributions of France and other nations and of individuals to the outcome of the American Revolution ● Identifies contributions of women and minorities during the American Revolution.	**Sample Tasks** ● You are a member of the Second Continental Congress and you have just signed the Declaration of Independence. Why have you chosen to risk your life by signing the declaration? Explain in detail the pros and cons of signing. ● How were the contributions of Phyllis Wheatley and Mercy Otis Warren alike?
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0	**The student:**
	● Identifies major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.
	    o Events: Lexington and Concord, Saratoga, Yorktown, Treaty of Paris, Signing of the Declaration of Independence.
	    o Leaders: Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Paul Revere, Thomas Paine, Cornwallis, King George III.
	The student exhibits no major errors or omissions.
		● Identify who was the leader of the Continental Army and impact did he have on the war.
		● Other Events: The publication of Common Sense, 1st and 2nd Continental Congress, Bunker HIll, Valley Forge, Trenton

	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	    o
	● performs basic processes, such as:
	    o Identifies the causes leading up to the American Revolution.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		● Given a timeline with gaps, students can insert events that led up to the Revolution in order.

	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Strand: Government	

Strand: Government
Topic: American Revolution (Pt. 3 The Results)
Level: 5th Grade

Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning**		**Sample Tasks**
			● Describe how your 5th Amendment right would be affected by seeing your friend steal a candy bar from a store. ● Give students a list of Amendments and have them choose two that they can write a scenario about where and when it would be applied.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Explains why the United States Constitution was created. ● Explains the importance of the origin and drafting of the Bill of Rights. **The student exhibits no major errors or omissions.**		● Explain how the Constitution established a stronger union among the original 13 states.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	   o Bill of Rights, Constitution, civic responsibility, ratify, Articles of Confederation, and amendment
	● performs basic processes, such as:
	   o Identifies the three branches of government and their importance
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Define vocabulary terms
			● Identify the 3 branches of government and their importance.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Strand: History			
Topic: Economics			
Level: 5th Grade			

Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning**		**Sample Tasks**
			● When given a map, students can use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Summarizes a market economy and give examples of how the colonial and early American economy exhibited these characteristics. ● Explains how education and training, specialization and investment in capital resources increase productivity. ● Predicts the effect of changes in supply and demand on price in relationship with goods & services throughout history. **The student exhibits no major errors or omissions.**		● Students can summarize a market economy. ● Given this scenario: Ross and Rachel work at the Pepsi factory. Ross specializes in labeling the bottles and Rachel specializes in packing the boxes. Students can explain how specialization benefit the factory? ● There is a frost that kills a lot of apple trees; Joey's grocery store receives fewer apples than usual. People continue to want their normal number of apples. Students can explain what will happen to the price of Joey's apples?
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	   o capital resource, productivity, supply and demand, goods and services
	● performs basic processes, such as:
	   o Identifies important economic vocabulary
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Given a word bank, students can fill in the blank with the correct vocabulary word with a given definition.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Strand: Government		
Topic: Elections		
Level: 5th Grade		
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning**	**Sample Tasks** ● Compare/contrast a democracy and a dictatorship ● Many citizens claim their vote doesn't really matter. Convince them that it does by explaining the electoral college and voting process.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Describes the primary and general election process ● Explains the importance/value of an election ● Identifies civic responsibility **The student exhibits no major errors or omissions.**	● Summarize the election process. ● List the advantages of living in a democratic society. ● Describe what role being a good citizen has in the voting process.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology, such as: 　o voting, election, candidate, electoral college, democracy, and political party ● performs basic processes, such as: 　o Recalls information about the responsibilities of the 3 branches of government. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match key terms with correct definition ● Determine which statements are true about an election (e.g., A candidate is someone who is running for a particular office = True; The electoral college decides which political party a candidate is running for = False.)
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	