

# Grade 5

## Social Studies

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)  
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

**\*\*Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

**\*\*React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

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<b>Standard Measured</b>	<b>Early Exploration of America</b>	<b>5.2</b>
<b>Task Specification</b>	The student will identify benefits and negative impacts of explorations for both Native Americans and Europeans.	
<b>Objective: Early explorations</b>		<b>(5.2)</b>
<b>6 points</b>	IDENTIFY AND COMPARE ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.	
<b>5 points</b>	Identify ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.	
<b>4 points</b>	Identify ONE benefit OR ONE negative impact of exploration for Native Americans OR Europeans in 3 out of 4 trials.	
<b>3 points</b>	Identify ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

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<b>Standard Measured</b>	<b>Colonial America</b>	<b>5.3</b>
<b>Task Specification</b>	The student will identify key events, individuals, and groups regarding the growth and development of colonial America.	
<b>Objective: Colonial America</b>		<b>(5.3)</b>
<b>6 points</b>	Identify a MINIMUM of THREE key individuals AND/OR events (in any combination), AND identify AT LEAST ONE important contribution of EACH in 3 out of 4 trials.	
<b>5 points</b>	Identify TWO key individuals AND/OR events (in any combination—i.e., one individual and one event, etc.) AND identify their importance to the growth and development of colonial America in 3 out of 4 trials.	
<b>4 points</b>	Identify TWO key individuals AND/OR groups AND/OR events important to the growth and development of colonial America in 3 out of 4 trials.	
<b>3 points</b>	Identify ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

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<b>Standard Measured</b>	<b>Climate/Geographical Features</b>	<b>5.7</b>
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**Task Specification**                      The student will describe how various climates and geographical features influence the way people live, including their work and recreation.

**Objective: Climates** **(5.7.1)**

<b>6 points</b>	Describe how each of TWO different types of climate might influence the way people live in THREE ways in 3 out of 4 trials.
<b>5 points</b>	Describe how each of TWO different types of climate might influence the way people live in TWO ways in 3 out of 4 trials.
<b>4 points</b>	Describe how ONE type of climate might influence the way people live in at least ONE way in 3 out of 4 trials.
<b>3 points</b>	Identify ONE type of climate OR give an example of climate in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE type of climate OR give an example of climate in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE type of climate OR give an example of climate in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Geographical features** **(5.7.2)**

<b>6 points</b>	Describe how each of TWO different types of geographical features might influence the way people live in THREE ways in 3 out of 4 trials.
<b>5 points</b>	Describe how each of TWO different types of geographical features might influence the way people live in TWO ways in 3 out of 4 trials.
<b>4 points</b>	Describe how ONE type of geographical feature might influence the way people live in at least ONE way in 3 out of 4 trials.
<b>3 points</b>	Identify ONE geographical feature OR give an example of ONE geographical feature in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE geographical feature OR respond when exposed to an example of ONE geographical feature in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE geographical feature OR react when exposed to an example of ONE geographical feature in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

<b>Total points possible (5.7.1, 5.7.2)</b>	<b>12</b>
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