

## Elementary Social Studies Progress Report Standards and Rubrics (FINAL updated 10.7.16)

Assessment for social studies standards will be done holistically. A teacher should consider student assessments, participation in social studies lessons, projects, activities, and observations of students. Taking all of this into consideration, the teacher will consult the grade level rubrics and assign a student beginning, progressing, meeting or exceeding.

*The progress reports and standards for social studies in the elementary grades will focus on the following four major components of social studies:*

### **1) Civics and Government:**

- Developing a civic mindset: Students should explore their own participation within the community and nation they live in.
- Drawing from sources: Students should be able to extrapolate significant examples of how rules have been created and governed, and how that development has or could have impacted them individually.
- On major election years, students should be able to describe the purpose of elections, with more specific skills determined grade-by-grade

### **2) Geography:**

- Students will be able to identify and analyze the impact geography has had on current and historical events.
- Students will give evidence on the impact humans have on geography.
- See grade-specific geography knowledge & skills

### **3) History and Culture:**

- Identify and retain information: Students should be able to read and comprehend significant facts from many sources (primary and secondary).
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance
- Written analytical skills: Students should be able to build on evidence, and clearly state their response in support or opposition of an opinion.
- See grade-specific history knowledge & skills

### **4) Effort**

- Exhibits a positive outlook and attitude about history, uses social studies vocabulary and concepts correctly while speaking
- Participates in social studies lessons and activities including, but not limited to: actively engaging in social studies activities and projects, contributing to social studies discussions (speaker and listener), resilience in reading social studies secondary and primary sources

### **Standards as they appear on the progress reports:**

- 1) Comprehends and practices elements of civics and government
- 2) Knowledge and application of geographic concepts
- 3) Understanding and analysis of history and/or culture
- 4) Effort, resilience, and participation

## Grade 5

The criteria in “Meeting” indicates end of the year benchmarks, but for Terms 1 and 2 a student should be evaluated based only on material taught to date.

	<b>Beginning</b>	<b>Progressing</b>	<b>Meeting (Independently and Consistently)</b>	<b>Exceeding</b>
<b>Civics and Government</b>	Requires significant teacher support and/or cues to meet some level M benchmarks.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	<b>Student does all of the following:</b> <ul style="list-style-type: none"> <li>● Explains the three branches of the United States government.</li> <li>● Describes the responsibilities of government at the federal, state, and local levels.</li> <li>● Explain the reasons for and importance of the Declaration of Independence, Articles of Confederation, the United States Constitution, and Bill of Rights.</li> <li>● Understands the idea of democracy in the context of other types of government</li> </ul>	Meets level M benchmarks and independently applies skills to new contexts.
<b>Geography</b>	Requires significant teacher support and/or cues to meet some level M benchmarks.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	<b>Student does all of the following:</b> <ul style="list-style-type: none"> <li>● Interprets and uses maps, charts, and tables to understand historic events.</li> <li>● Distinguishes between political and topographical maps and identifies specialized maps that show information such as population, income, or climate change.</li> <li>● Defines latitude and longitude and how it is used to locate specific places</li> <li>● Can name and identify locations of 13 colonies, major geographic features of the 13 colonies and impact on political, economic and social development of each colony.</li> <li>● Can identify major geographic features of the 13 colonies and analyze their impact on the outcome of battles during the American Revolution.</li> </ul>	Meets level M benchmarks and independently applies skills to new contexts.
<b>History and Culture</b>	Requires significant teacher support and/or cues to meet some level M benchmarks.	Requires some teacher support or teacher prompting to meet some level M benchmarks.	<b>Student evaluates and analyzes primary and secondary sources to do the following:</b> <ul style="list-style-type: none"> <li>● Distinguish between primary and secondary sources and can begin to give details relating to the source’s context, purpose, intended audience, and significance</li> <li>● Write about the main ideas that a primary source lays out</li> <li>● Describe earliest human migrations and earliest explorations of the New World.</li> <li>● Identify some of the major groups responsible for the founding of the original colonies in North America.</li> <li>● Identify the first 13 colonies and describes how regional differences shaped their governments and economies.</li> <li>● Explain the colonial reaction to British policies and the important events that led to the American Revolution.</li> <li>● Describe the enslavement of Africans, their treatment in North America, and their contributions to early American society.</li> <li>● Describe the major events of the American Revolution and explains the factors leading to American victory.</li> <li>● Understands the creation of the country and the creation of the Constitution and Bill of Rights (tied to Civics above)</li> </ul>	Meets level M benchmarks and independently applies skills to new contexts.
<b>Effort</b>	Requires significant teacher support and/or cues to	Requires some teacher support or teacher prompting to	<b>Student does all of the following:</b> <ul style="list-style-type: none"> <li>● Exhibits a positive outlook and attitude about history, uses social studies vocabulary and concepts correctly while speaking</li> </ul>	Exceeds level M benchmarks and shows effort in social studies

	meet some level M benchmarks.	meet some level M benchmarks.	<ul style="list-style-type: none"><li>• Participates in social studies lessons and activities including, but not limited to: actively engaging in social studies activities and projects, contributing to social studies discussions (speaker and listener), resilience in reading social studies secondary and primary sources</li></ul>	independent of teacher direction
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