

5th Grade Social Studies

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q 1	Q2	Q 3	Q 4
C1— Visual Literacy				
The student uses critical thinking skills to gather and analyze information from a variety of visuals and	X	X	Х	Х
create visual representations to demonstrate understanding of social studies content.				
C2—Chronological Reasoning				
The student uses the critical thinking skills of sequencing, categorizing, and identifying cause and effect	X	x	x	x
relationships when gathering and analyzing information in order to demonstrate chronological	^	^	^	^
understanding of Social studies content.				
C3—Process of Historical Inquiry				
The student uses critical thinking skills to obtain and evaluate information from a variety of sources, answer	X	Х	Х	х
questions, and communicate their understanding of history in a meaningful form.				
C4—Geographical Inquiry				
The student uses critical thinking skills to obtain and evaluate information from maps and other geographic	x	x	x	x
tools, pose and answer geographic questions, and communicate their understanding of geographic concepts	^	^	^	^
in a meaningful form.				
C5— Problem Solving and Decision Making				
The student demonstrates their ability to use a problem solving and decision making processes as it applies	X	Х	X	Х
to social studies concepts.				



Learning Progression for Competency 1: Visual Literacy

The student uses critical thinking skills to gather and analyze information from a variety of visuals and create visual representations to demonstrate understanding of social studies content.

Developing	Progressing	Proficient	Advanced
Recognizes and identifies visuals as	Gathers and interpret information	Gathers and interprets information	Meets all Proficient criteria AND
sources that display or illustrate	primarily from one type of source	from a variety of visuals, such as	
information		digital media, news sources,	Determines the validity of sources
	Examines a visual source to identify,	images, graphs, and charts	based on source information such
Identifies key elements from a	categorize, and prioritize important		as the author, purpose of the
source such as the author,	information	Evaluates information from visuals	source, publisher, domain, citations
illustrations, and titles		to make generalizations or	and credits
	Evaluates a source to make	predictions, and to make inferences	
Explains the purpose specific types	generalizations and predictions	and draw conclusions	Provides multiple supporting visual
of visual	about the information provided		representations to communicate
		Summarizes information gained	understanding of the same concept
Restates or recalls information from	Explains the overall purpose of the	from a visual including the	in Social studies, such as a chart
a visual source	source in the form of a	significance, value, or importance of	and a graph or a sketch and a
	generalization	a visual	model
	Summarizes information from a	Evaluates how a visual supports an	
	visual	idea or point of view	
	Recreates visual representations of	Creates original visual	
	information	representations of information that	
		communicates understanding of	
		various concepts and aspects of	
		social studies	

Success Criteria for Proficient in Visual Literacy:

- recognize and identify that visuals are sources that display or illustrate information.
- identify key elements from a source such as the author, illustrations, and titles.
- explain the purpose of specific types of visuals.



- gather and interpret information from visuals.
- restate or recall information from a visual source.
- evaluate information from visuals.
- make inference and draw conclusion based on information found on a visual.
- summarize information gained from a visual.
- evaluate how a visual supports an idea or point of view.
- recreate a visual representation of information.
- create an original visual representation of information that communicates my understanding of various concepts.
- provide multiple supporting visual representations to communicate my understanding of the same concept in Social studies, such as a chart, graph, sketch or a model.



Learning Progression for Competency 2: Chronological Reasoning

The student uses the critical thinking skills of sequencing, categorizing, and identifying cause and effect relationships when gathering and analyzing information in order to demonstrate chronological understanding of Social studies content.

Developing	Progressing	Proficient	Advanced
Orders events by sequencing	Recognizes and identified key dates	Explains cause and effect	Meets all Proficient criteria AND
or categorizing based on dates	and time periods	relationships between events	
			Explains how or why specific
Applies units of time (days,	Interprets information from	Explains the major characteristics	historical events are grouped into
months, years, decades, century,	sources that indicate measures of	of a given time period	eras
etc.) when studying sources that	time		
indicate measures of time		Makes generalizations regarding	Evaluates the degree to which
	Defines an era as a significant	the impact of significant turning	eras or time periods overlap
	period of time	points and individuals on a time	
Defines cause and effect		period	Explains the long term impact of
	Identifies and describe why		an event(s) over time to make
	specific dates, events, or time	Explains how time periods	relationships between past events
	periods are significant	are connected to one	and the present
		another	

Success Criteria for Proficient in Chronological Reasoning:

- order events by sequencing or categorizing based on dates.
- apply units of time (days, months, years, decades, century, etc.) when studying a simple timeline or calendars.
- explain the significance of a given time period.



- explain how or why specific historical events are grouped into eras.
- interpret information from timelines.
- identify and describe why specific dates, events, or time periods are significant.
- describe the underlying causes or effects of specific events.
- justify the long term impacts of eras across time and place.
- analyze cause and effect relationships between events when studying a timeline.
- explain the major characteristics of specific eras or time periods.
- make generalizations about the impact of significant turning points and individuals on an era.
- explain how eras are connected to one another.
- determine how interpretations of the past (specific events, time periods, or eras) may change over time.



Learning Progression for Competency 3: Process of Historical Inquiry

The student uses critical thinking skills to obtain and evaluate information from a variety of sources, answer questions, and communicate their understanding of history in a meaningful form

Developing	Progressing	Proficient	Advanced
Defines sources used to obtain	Locates primary and secondary	Gathers information from a variety	Meets all Proficient criteria AND
information as either primary or	sources of information.	of sources, both primary and	
secondary sources		secondary	Conducts independent research to
	Utilizes information mainly from		locate relevant and valid resources;
Identifies key elements from a	secondary sources such as	Examines sources by comparing	both primary and secondary
source such as key terms, author,	textbooks	important information such as the	
illustrations, titles		points of view of the author or main	Determines the validity of sources
	Examines a source to identify,	idea of the sources	by corroboration with other sources
Restates information about a	categorize, and prioritize important		and information about the author
source that is vague and does not	information	Identifies points of view in sources	
express the overall message or		that reflects the historical context	Challenges or defend a point of
main idea of the source	Identifies the point of view of the source based on the author	surrounding an issue or event	view on a social studies issue with evidence from sources
		Evaluates information from sources	
		to make generalizations or	Justifies a claim or support a
	Evaluates a source to make	predictions, and to make inferences	conclusion with evidence from
	generalizations and predictions	and draw conclusions	sources
	about the information provided		
		Summarizes information gained	Summarizes information
	Summarizes information from a	from source(s) in the form of a main	gained from source(s) in the
	source to state the main idea or	ideas	form of a claim statement or
	the overall message		counterclaim
		Provides evidence from a source or	
		sources to support the main idea	



Success Criteria for Proficient in Process of Historical Inquiry:

- identify both primary and secondary sources.
- gather information from a variety of sources, both primary and secondary.
- examine sources to identify key elements from a source such as key terms, author, illustrations, titles.
- compare important information such as the points of view of the author or main idea of the sources.
- identify points of view in sources that reflects the authors views.
- identify points of view in sources that reflects the historical context surrounding an issue or event.
- evaluate information from sources to make generalizations or predictions.
- make inferences or draw conclusions from primary and secondary sources.
- summarize information gained from source(s) in the form of a main idea or claim.
- justify a claim or support a conclusion with evidence from sources.
- conduct independent research.
- challenge or defend a point of view on a social studies issue with evidence from sources as support for a claim or counterclaim.
- support my point of view with evidence as support for a claim or counterclaim.



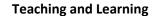
Learning Progression for Competency 4: Geographical Inquiry

The student uses critical thinking skills to obtain and evaluate information from maps and other geographic tools, pose and answer geographic questions, and communicate their understanding of geographic concepts in a meaningful form.

Developing	Progressing	Proficient	Advanced
Recognizes geographic tools such as	Gathers and interprets information	Gathers and interprets information	Meets all Proficient criteria AND
maps, globes, and atlases	primarily from maps	from a variety of geographic tools	
		to collect, analyze, and interpret	Summarizes information gained
Identifies key elements from a map	Locates important information such	data	from a map or geographic tools
such as the title, legend, compass	as locations and geographic		including the overall purpose or
rose, and scale	characteristics on maps	Identifies and explains the purpose	significance
		of a specific type of map or other	
Restates or recalls information from	Evaluates a geographic information	geographic tool	Uses multiple geographic
a map	to make generalizations and answer	Evaluates information from	representations of the same
	questions	geographic tools to make	location when locating and analyzing geographic information
	Explains the overall purpose of the	generalizations or predictions, AND	analyzing geographic information
	source in the form of a	to make inferences and draw	Creates original representations of
	generalization	conclusions	geographic information that
	generalization	6611614616116	communicates understanding of
	Recognizes that there are other	Poses and answers questions about	geographic concepts
	geographic tools that can be used	geographic distributions and	
	as sources of geographic	patterns observed when using	
	information	geographic tools such as maps	
	Reproduces or replicates		
	geographic representations of		
	information		

Success Criteria for Proficient in Geographical Inquiry:

- recognize geographic tools such as maps, globes, and atlases.
- identify key elements from a map such as the title, legend, compass rose, and scale.
- explain the purpose of a specific type of map or geographic tool.
- restate or recall information from a map or geographic tool.
- make generalizations or predictions about a geographic tool or tools.
- make inferences or draw conclusions from a geographic tool.





- pose and answer questions about the geographic distributions and patterns on a map.
- summarize information gained from a map.
- create my own original representation of map that communicates my understanding.
- observe changes such of geographical distribution or patterns, past and present.
- use multiple images or pictures of the same location when locating and/or analyzing geographic information.



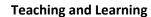
Learning Progression for Competency 5: Problem Solving and Decision Making

The student demonstrates their ability to use a problem solving and decision-making processes as it applies to social studies concepts.

Developing	Progressing	Proficient	Advanced
Identifies a topic or issue that poses	Identifies a topic or issue that poses	Identifies a topic or issue that poses	Recognizes unintended
a problem or requires a decision	a problem or requires a decision	a problem or requires a decision	consequences of the option chosen
Takes action based on initial	Gathers general information related	Gathers relevant information	Considers alternative decisions or
thought	to the identified topic or issue	related to the identified topic or	solutions based on unintended
		issue	consequences
	List and consider options		
		List and consider options	Evaluates and ranks the alternative
	Chooses an option to implement		options by considering both
		Evaluate the advantages and	advantages and disadvantages
		disadvantages of each option	
			Predict outcomes of alternative
		Choose an option that is the best	actions or solutions to the problem
		solution	
			Generates additional or alternative
		Create an action plan to implement	options to an observed action
		the solution	currently taking place
		Evaluate the effectiveness of the	
		action plan and solution	

Success Criteria for Proficient in Problem Solving and Decision Making:

- identify a topic or issue that poses a problem or requires a decision.
- gather information related to the identified topic.
- list and consider options.
- evaluate the advantages and disadvantages of each option.





- choose an option that is the best solution.
- consider alternative decisions or solutions.
- rank the alternative options by considering the advantages and disadvantages.
- predict the outcomes of my alternative actions or solutions to the problem.