

Priority Standard: 5.TS.7.A.a Identify, select, analyze, evaluate, and use resources to create a product of social inquiry.

<p>Learning Targets</p>	<p>I can...</p> <ul style="list-style-type: none"> Identify and select appropriate resources (map, timeline, and a resource of choice; i.e. journals, books, websites, videos, photographs) to support a social studies inquiry Analyze and evaluate appropriate resources (map, timeline, and a resource of choice; i.e. journals, books, websites, videos, photographs) to support a social studies inquiry Use appropriate resources to create a product that supports social studies inquiry 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> Ignoring/not recognizing bias in resources. Utilizing too few resources when researching an issue Choosing resources that share the same bias. Understanding what an inquiry is. 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can identify, select, analyze, evaluate, and use a minimum of 3 appropriate resources (map, timeline, and a resource of student choice) to create a product of social inquiry independently and consistently.</p>	<p>A student who is approaching mastery may identify, select and use appropriate resources but may not yet analyze or evaluate the sources or use less than 3 appropriate resources. May create a product of social inquiry but not yet fully support with resources or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may not yet identify or select appropriate resources about the topic or may not yet create a product of social inquiry.</p>
<p>Evidence of Mastery</p>	<p>Bibliography of resources with annotations Finished products of inquiry referencing the sources, such as: an essay, a poster, a song, a diagram, a presentation, a visual representation</p>	
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Review author's purposes, review vocab such as bias, propaganda, discuss sources of information and how they may be of different quality,</p>	
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Find additional resources, research opposing points-of-view</p>	

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Identify and select resources Analyze and evaluate resources Use a minimum of 3 appropriate resources (map, timeline, and a resource of student choice) Create a product of social inquiry Complete this independently and consistently. 	<ul style="list-style-type: none"> Identify and select resources Use less than 3 appropriate resources but may not yet analyze or evaluate the sources Create a product of social inquiry but not yet fully support with resources 	<ul style="list-style-type: none"> Not yet able to identify or select appropriate resources about the topic Not yet create a product of social inquiry

Priority Standard:5.TS.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.

Learning Targets	<p>I can . . .</p> <ul style="list-style-type: none"> Identify key feature of Use visual tools to interpret information and ideas Use visual tools to draw conclusions about information and ideas Use visual tools to make predictions about information and ideas Use visual tools to communicate information and ideas Identifying the key features of a visual tool. 	
Common Student Misconceptions/Mistakes	<ul style="list-style-type: none"> Drawing inaccurate conclusions to visual tools Make unrealistic predictions Unable to communicate information and ideas effectively Focusing on details versus main idea of visual tools 	
Meeting Expectations	Approaching Expectations	Beginning to Learn
<p>A student who has mastered this standard can utilize visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas independently and consistently.</p>	<p>A student who is approaching mastery may utilize visual tools to communicate information and can identify the key features of that tool, or may meet the</p>	<p>The Beginning to Learn student may not be able to utilize visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas without teacher assistance.</p>

	standard inconsistently or with teacher assistance	
Evidence of Mastery	Student is able to use multiple visual tools to communicate information and ideas independently.	
Previous Level what students who are struggling at a 1 might need to revisit	Review various visual tools: maps, diagrams, timelines	
Next Level What students will do if they have consistently mastered the standard	Creating a visual tool to communicate information.	

5.TS.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.		
Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Use visual tools to interpret Draw conclusions that are supported using the visual tool Make predictions based on the visual tool Communicate information and ideas from the tool Complete this independently and consistently. 	<ul style="list-style-type: none"> Use visual tools Draw conclusions but not yet fully supporting those conclusions Make predictions that may not be based on the visual tool Communicate information and ideas but may not yet connect that to the visual tool Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Not yet able to use visual tools draw conclusions or make predictions or communicate information and ideas

Priority Standard: 5.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.	
Learning Targets	<p>I can . . .</p> <ul style="list-style-type: none"> Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information. Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to understand social studies topics.

Common Student Misconceptions/Mistakes	<ul style="list-style-type: none"> • Copying product directly from source • Product is difficult to understand • Content on product is not research based • Missing important parts of the product such as labels, map key, etc. 	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can create products such as maps, graphs, timelines, charts, models, diagrams, etc. to accurately communicate information that is organized clearly in order to demonstrate understanding of social studies topics independently and consistently.	A student who is approaching mastery may have created a product that is missing components (map key, labels, titles, headings, key vocabulary), may not yet be logically organized or may not yet clearly communicate the purpose or may meet the standard inconsistently or with teacher assistance.	The Beginning to Learn student may not yet include essential information or may have incorrect information in their product or product may not yet be complete.
Evidence of Mastery	Produce an appropriate product for the purpose Reflect on how a product demonstrates the purpose	
Previous Level what students who are struggling at a 1 might need to revisit	Review labeling of maps & graphs	
Next Level What students will do if they have consistently mastered the standard	Chooses an appropriate product for a variety of purposes	

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Create products such as maps, graphs, timelines, charts, models, diagrams, etc. • Accurately communicate information • Organize clearly in order to demonstrate understanding of social studies topics • Do these independently and 	<ul style="list-style-type: none"> • May have created a product that is missing components (map key, labels, titles, headings, key vocabulary). • May not yet be logically organized or may not yet clearly communicate the purpose of the product. 	<ul style="list-style-type: none"> • Not yet able to create a product to communicate information and understanding without teacher assistance • May not yet include essential information or may have incorrect information in their product • Product may not yet be

consistently.	<ul style="list-style-type: none"> • May meet the standard inconsistently or with teacher assistance. 	complete.
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Priority Standard: 5.TS.7.E.a Generate compelling research questions about a social studies' topic.		
Learning Targets	I can . . . <ul style="list-style-type: none"> • Define a compelling question • Define inquiry in the context of the social sciences • Distinguish between topics that are debatable in social science vs. topics that are factual • Identify resources that could support answering a compelling question • Generate compelling research questions that are open ended and researchable about a social studies topic. 	
Common Student Misconceptions/Mistakes	<ul style="list-style-type: none"> • Question is too simple or too broad. • Question has an obvious answer. • Question is not researchable. 	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can define a compelling, inquiry driven question and generate at least 3 compelling and open-ended research questions about a social studies topic independently and consistently.	A student who is approaching mastery may only generate one or two compelling questions about a social studies topic may not yet frame compelling, inquiry driven questions, or may meet the standard inconsistently or with teacher assistance.	The Beginning to Learn student may not yet be able to generate a researchable question about a social studies topic without teacher support.
Evidence of Mastery	List of three compelling questions that are researchable about a social studies topic	
Previous Level what students who are struggling at a 1 might need to revisit	Review debatable topics, open-ended questioning words	

<p style="text-align: center;">Next Level</p> <p>What students will do if they have consistently mastered the standard</p>	<p>Students can begin researching one of their compelling questions or investigate further lines of questioning</p>
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5.TS.7.E.a Generate compelling research questions about a social studies' topic.		
Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> ● Define a compelling, inquiry driven question ● Generate at least 3 compelling and open-ended research questions about a social studies topic ● Do these independently and consistently. 	<ul style="list-style-type: none"> ● Define a compelling, inquiry driven ● May generate one or two compelling questions about a social studies topic ● Not yet able to create compelling, inquiry driven questions ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Not yet able to generate a researchable question without substantial teacher support

Priority Standard 5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question.		
Learning Targets	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify the steps needed in a research process ● Identify appropriate sources ● Prioritize information to take notes from a source ● Apply a research process to investigate a compelling social studies' question using appropriate sources and notes 	
Common Student Misconceptions/Mistakes	<ul style="list-style-type: none"> ● Using too few resources (or one) ● Plagiarism ● Struggling to distinguish between main idea and details ● Not doing a close read of a source ● Paraphrasing and annotating notes during research 	
Meeting Expectations	Approaching Expectations	Beginning to Learn
<p>A student who has mastered this standard can apply a research process to investigate a compelling social studies' question by using the research process (determine resources, conduct</p>	<p>A student who is approaching mastery may apply only some parts of the research process (determine resources, conduct relevant research, gather notes) to investigate</p>	<p>The Beginning to Learn student may not yet gather sufficient or relevant resources. May not gather sufficient or relevant notes using their own words.</p>

relevant research, gather notes) independently and consistently.	a compelling social studies' question or may meet the standard inconsistently or with teacher assistance.	May not be able to apply notes to final product without teacher assistance.
Evidence of Mastery	Students are able to apply the research process to the investigation of their compelling question, complete with sources and notes in their own words.	
Previous Level what students who are struggling at a 1 might need to revisit	Review paraphrasing, skimming text, identifying main idea/supporting details	
Next Level What students will do if they have consistently mastered the standard	Student can create their own individual approach to the research process and final product.	

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Collects information from multiple sources. Takes notes in their own words. Annotates their sources. Complete this independently and consistently. 	<ul style="list-style-type: none"> Collects information from multiple sources. Takes notes in their own words. Annotates their sources. Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> Not yet able to collect information and take notes without teacher assistance.

Priority Standard: 5.TS.7.G.a Research and defend a point of view/position on a social studies question.	
Learning Targets	<p>I can . . .</p> <ul style="list-style-type: none"> Ask open-ended or researchable questions on social studies topics Find appropriate resources to answer social studies questions Find a variety of resources on social studies topics Define the role of argumentation and debate in social studies Research a point of view/position on a social studies question. Defend a point of view/position on a social studies question.

<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Lack of sufficient research/support for a point of view or idea • Support only one position or point of view - ignoring obvious counter arguments • Support is not evidence based 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can pose appropriate questions, find a variety of resources (at least 3) to research and defend a point of view/position on social studies topics in a productive and respectful manner while also addressing obvious counter arguments independently and consistently.</p>	<p>A student who is approaching mastery may pose appropriate questions and support an answer with resources, but may not yet address obvious counter arguments or may still be developing successful argumentation skills or may meet the standard inconsistently or with teacher assistance.</p>	<p>The Beginning to Learn student may not yet develop appropriate questions or may not yet identify appropriate resources.</p>
<p>Evidence of Mastery</p>	<p>Structured class debate Written assignment on a social studies topics Graphic Organizer</p>	
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Understanding the difference between a closed and open-ended question Demonstrating appropriate research skills (credible sources, appropriate search engines, etc.)</p>	
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Look into multiple counter arguments and the subtleties of other points of view Utilize more than 3 varied resources to research a social studies question Taking a point of view they may not agree with and be able to support and debate it Recognizing bias</p>	

<p>5.TS.7.G.a Research and defend a point of view/position on a social studies question.</p>		
<p>Meets the Standard (3)</p>	<p>Approaching the Standard (2)</p>	<p>Beginning to Learn (1)</p>
<ul style="list-style-type: none"> • Pose appropriate questions • Find a variety of valid resources (at least 3) • Research a point of 	<ul style="list-style-type: none"> • Pose appropriate questions 	<ul style="list-style-type: none"> • May not yet develop appropriate questions • May not yet identify appropriate resources

<p>view/position on social studies topics</p> <ul style="list-style-type: none">● Defend a point of view/position● Present the answer in productive and respectful manner● Address obvious counter arguments● Do these independently and consistently.	<ul style="list-style-type: none">● Support an answer with resources but not yet address obvious counter arguments● May still be developing successful argumentation skills● May meet the standard inconsistently or with teacher assistance.	<ul style="list-style-type: none">● Not yet able to research and/or defend a point of view/position
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