



## 5-8 Social Studies Curriculum Framework

Social Studies Proficiencies and Proficiency Indicators

*Embedding High Leverage Concepts and Skills*

Grade Level Progressions



<b>INQUIRY - INQUIRY DESIGN MODEL</b> <b>Proficiency: Students develop reasonable explanations of the world around them through inquiry and analysis.</b>			
Grade 5	Grade 6	Grade 7	Grade 8
<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Explain why compelling questions are important and are open to different interpretations in an inquiry.</li> <li>Identify sources that take into consideration the different opinions people have about how to answer the questions.</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Explain how a question represents key ideas or is relevant in the field</li> <li>Explain how the relationship between supporting questions and compelling questions is mutually reinforcing</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Explain how a question represents key ideas in the field and create own compelling questions to be used for inquiry.</li> <li>Compare and contrast sources.</li> <li>Determine kinds of sources that will be helpful in answering compelling questions</li> <li>Organize relevant evidence into a logical argument.</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Compare and contrast sources related to a specific compelling questions.</li> <li>Organize applicable (relevant) evidence into a coherent argument.</li> <li>Evaluate the accuracy and usefulness of a source.</li> </ul>
<b>History</b> <b>Proficiency: Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.</b>			
<b>Grade 5</b> <b>Creating America:</b> Colonies to Country - Contact to the Roots of Revolution <i>History</i>	<b>Grade 6</b> <b>Survey of Ancient Civilizations:</b> Mesopotamia; Egypt; Indus River Valley; China, Rome, Greece, and South America <i>History</i>	<b>Grade 7</b> <b>Survey of Contemporary World Issues and Geography</b> <i>History</i>	<b>Grade 8</b> <b>States United to States Divided:</b> American History Revolutionary to Civil War <i>History</i>
<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Explain probable causes and effects of historical events.</li> <li>Use evidence from more than one source to develop a claim about the past.</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Explain cause and effect of historical events in the development and decline of civilizations.</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Explain cause and effect in reference to specific historical periods or eras as they impact contemporary issues.</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Analyze connections among events and developments from the time of the Revolutionary War to the Civil War.</li> <li>Analyze why individuals, groups, and events are seen as historically significant.</li> <li>Analyze multiple factors that influenced the perspectives of people during the time of the Revolutionary War to the Civil War.</li> <li>Explain multiple causes and effects of events and developments in the time period of the Revolutionary War to the Civil War.</li> </ul>



## 5-8 Social Studies Curriculum Framework

### Social Studies Proficiencies and Proficiency Indicators

#### Embedding High Leverage Concepts and Skills

#### Grade Level Progressions

<b>Geography</b> <b>Proficiency: Students propose solutions to issues by using geographic tools to analyze data and examine cultural information.</b>			
<b>Grade 5</b> <b>Creating America:</b> Colonies to Country - Contact to the Roots of Revolution <i>Geography</i>	<b>Grade 6</b> <b>Survey of Ancient Civilizations:</b> Mesopotamia; Egypt; Indus River Valley; China, Rome, Greece, and South America <i>Geography</i>	<b>Grade 7</b> <b>Survey of Contemporary World Issues and Geography</b> <i>Geography</i>	<b>Grade 8</b> <b>States United to States Divided:</b> American History Revolutionary to Civil War <i>Geography</i>
<b>Proficiency Indicators:</b> <ul style="list-style-type: none"><li>• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</li><li>• Explain how cultural and environmental characteristics (including natural resources and catastrophic events) affect the distribution and movement of people, goods, and ideas.</li><li>• Explain how culture and interactions with other cultures influences the way people modify and adapt to their environments, which may change over time.</li></ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"><li>• Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</li><li>• Explain the combinations of cultural and environmental characteristics that make places both similar and different, and analyze how that varies within, between, among regions of the world.</li></ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"><li>• Use paper-based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics that are influencing world issues.</li><li>• Analyze how the physical and human characteristics of places and regions are connected to how identities and cultures vary.</li><li>• Explain how global changes in population distribution patterns affect changes in land use in particular places.</li></ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"><li>• Use spatial reasoning (maps, charts, tables) to analyze the time period from the Revolutionary War to the Civil War.</li></ul>
<b>Economics</b> <b>Proficiency: Students make economic decisions through their understanding of the interaction between humans, the environment, government, and the economy.</b>			
<b>Grade 5</b> <b>Creating America:</b> Colonies to Country - Contact to the Roots of Revolution <i>Economics</i>	<b>Grade 6</b> <b>Survey of Ancient Civilizations:</b> Mesopotamia; Egypt; Indus River Valley; China, Rome, Greece, and South America <i>Economics</i>	<b>Grade 7</b> <b>Survey of Contemporary World Issues and Economics</b> <i>Economics</i>	<b>Grade 8</b> <b>States United to States Divided:</b> American History Revolutionary to Civil War <i>Economics</i>
<b>Proficiency Indicators:</b> <ul style="list-style-type: none"><li>• Compare the benefits and costs of individual choices.</li><li>• Explain the ways in which the government pays for the goods and services it provides.</li><li>• Explain how trade leads to increasing economic interdependence among nations.</li></ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"><li>• Explain barriers to trade and how those barriers influence trade among regions of civilizations.</li></ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"><li>• Explain how economic decisions affect the well-being of individuals, businesses, and society.</li><li>• Explain the role of buyers, sellers, and competition in a market economy.</li></ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"><li>• Analyze the role of innovation and entrepreneurship in a market economy</li></ul>



## 5-8 Social Studies Curriculum Framework

### Social Studies Proficiencies and Proficiency Indicators

#### Embedding High Leverage Concepts and Skills

#### Grade Level Progressions

<ul style="list-style-type: none"> <li>Explain the effects of increasing economic interdependence on different groups within participating nations.</li> </ul>			
<b>CIVICS, GOVERNMENT &amp; SOCIETY</b> <b>Proficiency: Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).</b>			
<b>Grade 5</b> <b>Creating America:</b> Colonies to Country - Contact to the Roots of Revolution <i>Civics, Government, and Society</i>	<b>Grade 6</b> <b>Survey of Ancient Civilizations:</b> Mesopotamia; Egypt; Indus River Valley; China, Rome, Greece, and South America <i>Civics, Government, and Society</i>	<b>Grade 7</b> <b>Survey of Contemporary World Issues and Geography</b> <i>Civics, Government, and Society</i>	<b>Grade 8</b> <b>States United to States Divided:</b> American History Revolutionary to Civil War <i>Civics, Government, and Society</i>
<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Apply civic virtues and democratic principles to explain the shift from colonization to unification.</li> <li>Explain how rules and laws change society and how people change rules and laws during this historical period.</li> <li>Identify the beliefs, experiences, perspectives, and values that underlie points of view about rules, laws, and civic issues during this historical period.</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Analyze how civic virtues and governing principles impacted ancient civilizations.</li> <li>Explain how interests and perspectives influenced issues and problems in ancient governments and societies.</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</li> </ul>	<b>Proficiency Indicators:</b> <ul style="list-style-type: none"> <li>Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.</li> <li>Explain and analyze the origins, functions, and structure of government with reference to founding documents, state constitutions, and selected other systems of government.</li> <li>Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.</li> </ul>

#### Grade 5 Financial Literacy Unit in April

- D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.
- D2.Eco.5.3-5. Explain the role of money in making exchange easier.
- D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes.
- D2.Eco.7.3-5. Explain how profits influence sellers in markets.
- D2.Eco.8.3-5. Identify examples of external benefits and costs.
- D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.
- D2.Eco.10.3-5. Explain what interest rates are.
- D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.

\*We agree to delete\*