

Grade 5

Self-Assessment A: Content Expertise			
What is your level of content expertise or knowledge of each of the assessment indicators?			
1. Surface Understanding	➡	2. Some Understanding	➡
		3. Understanding	➡
			4. Deep Understanding
Self-Assessment B: Confidence in Teaching Assessed Indicators			
How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the assessed indicators?			
1. Not confident	➡	2. Somewhat Confident	➡
		3. Confident	➡
			4. Highly Confident

Indicators – CLIO	A. content	B. confidence
Civics/Government		
1.(K) describes the principles contained in the Declaration of Independence and the Constitution of the United States including the Bill of Rights (e.g., right to question the government, having a voice in government through representation).		
2.(K) compares how the Magna Carta, Mayflower Compact, Articles of Confederation and other similar documents influenced the development of American constitutional government.		
3. (A) explains the basic ideals of the American republican system (e.g., liberty, justice, equality of opportunity, human dignity).		
4.▲ (K) identifies important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).		
5.(K) defines federalism as a system of government in which power is divided between national (central) and state governments as a way to distribute power by preventing a concentration of power.		
6.(K) defines the separation of power and gives examples of how power is limited (e.g., the President can nominate a Supreme Court Justice, but Congress has to approve).		
7.(K) describes how the United States Constitution supports the principle of majority rule, but also protects the rights of the minority.		
8.▲ (A) explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws).		
9.(K) identifies the key ideas of the Preamble.		

Economics		
10.(K) explains how scarcity of resources requires individuals, communities, states, and nations to make choices about goods and services (e.g., what food to eat, type of housing to live in, how to use land).		
11.(A) determines how unlimited wants and limited resources lead to choices that involve opportunity costs		
12.(K) describes how specialization results in increased productivity(e.g., when each person in a city specializes in producing one product and then sells or trades with each other, there is more produced than if everyone tried to make everything they need for themselves).		
13.(A) gives examples of economic interdependence at either the local, state, regional, or national level. (e.g., Western settlers depended on Easterners for textiles; Easterners depended on Westerners for furs and hides).		
14.(A) defines supply as the quantity of resources, goods, or services that sellers offer at various prices at a particular time and demand as the number of consumers willing and able to purchase a good or service at a given price.		
15.▲ (K) identifies factors that change supply or demand for a product (e. g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather).		

16. (K) describes how changes in supply and demand affect prices of specific products.		
17.(A) - (\$) gives examples of how positive and negative incentives affect people's behavior (e.g., laws: Stamp Act, Sugar Act; profit; product price; indentured servant).		
18.(K) recognizes barriers to trade among people across nations (e.g.,quotas, tariffs, boycotts, geography).		
19.(K) - (\$) describes revenue sources for different levels of government (e.g., personal income taxes, property taxes, sales tax,interest, bonds).		
20.▲ (A) - (\$) determines the costs and benefits of a spending, saving, or borrowing decision.		
Geography		
21.▲ (K) locates major physical and political features of Earth from memory (e.g., ▲Boston, ▲Philadelphia, ▲England, ▲France, ▲Italy, ▲Spain, ▲North America, ▲Atlantic Ocean, ▲Pacific Ocean, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St.Lawrence River).		
22.(K) identifies and compares the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., location, climate, and resources).		
23.(K) identifies and compares the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories (e.g., national origins, religion, customs, government, agriculture, industry, and architecture).		
24.(A) explains reasons for variation in population distribution (e.g., environment, migration, government policies).		
25.(A) identifies the push-pull factors (causes) of human migration (e.g., push: war, famine, lack of economic opportunity; pull: religious freedom, economic opportunity, joining family or friends).		
26.(K) describes the effects of human migration on place and population (e.g., population shifts, conflict, acculturation; diffusion of ideas, diseases, crops and culture).		
27.(K) describes factors that influence and change the location and distribution of economic activities (e.g., resources, technology, transportation and government).		
28.(A) understands that forces of conflict and cooperation divide or unite people (e.g., land disputes, religious intolerance, taxation).		
29.(A) examines varying viewpoints regarding resource use (e.g., American Indian vs. European settler, past vs. present).		
30.(K) identifies the relationship between the acquisition and use of natural resources and advances in technology using historical and contemporary examples (e.g., compass for navigation, water power, steel plow).		
American History		
31.▲ (K) explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700 – 1820).		
32.(A) shows how traditional arts and customs of various American Indians are impacted by the environment (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820).		
33.▲ (A) compares the motives and technology that encouraged European exploration of the Americas (e.g. motives: trade, expansion, wealth, discovery; technology: improved ship building, sextant, cartography).		
34.(A) examines the interaction between European explorers and American Indians (e.g., trade, cultural exchange, disease).		
35.(K) explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec).		
36.(A) maps the patterns of colonial settlement (e.g., British, French, Spain, and Indigenous populations).		
37.▲ (K) describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings colonial forms or representation; economics: agriculture, trade).		
38.(A) compares and contrasts the impact of European settlement from an American Indian and European point of view.		

39.(A) analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life).		
40.(K) explains the causes and effects of the French and Indian War on the American Revolutionary period.		
41.(K) explains the impact of religious freedom as colonies were settled by various Christian groups (e.g., Catholics in Maryland, Quakers in Pennsylvania, Puritans in Massachusetts).		
42.▲ (K) describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).		
43.(K) explains the significance of important groups in the American Revolution (e.g., Loyalists, Patriots, Sons of Liberty).		
44.(A) examines the significance of important turning points in the American Revolution (e.g., Boston Massacre, Continental Congress, Boston Tea Party, Lexington and Concord, Saratoga, Valley Forge, Yorktown).		
45.(K) discusses the international support for the American Revolution (e.g., French, Lafayette).		
46.(K) discusses the strengths and weaknesses of the Articles of Confederation.		
47.▲ (K) describes how the Constitutional Convention lead to the creation of the United States Constitution (e.g., Great Compromise, 3/5 Compromise).		
48.(K) recognizes the importance of the presidency as it was defined by George Washington (e.g., leadership qualities, balance of power, setting precedent, cabinet selection, term limits).		
49.(K) explains United States land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance of 1785, the Northwest Ordinance of 1787).		
50.▲ (A)uses historical timelines to trace the cause and effect relationships between events in different places during the same time period (e.g., Colonial American and England).		
51.(A) examines multiple primary sources to understand point of view of an historical figure.		
52.(A) locates information using a variety of sources to support a thesis statement.		
53.(A) uses information including primary sources to debate a problem or an historical issue.		
54.(A) observes and draws conclusions.		
55.(A) uses research skills to interpret an historical person or event in history and notes the source(s) of information (e.g., discusses ideas; formulates broad and specific questions; determines a variety of sources; locates, evaluates, organizes, records and shares relevant information in both oral and written form).		