



# Achievement Level Descriptors for Grade 5 Social Studies

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**Achievement Levels and Achievement Level Descriptors**

The Georgia Alternate Assessment (GAA) 2.0 is the state's alternate assessment based on alternate academic achievement standards (AA-AAAS) for those students with significant cognitive disabilities who cannot participate in the general statewide assessment program, even with maximum allowable accommodations.

The GAA 2.0 is designed to ensure that students with the most significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the essential knowledge, concepts, and skills inherent in the standards. To that end, the GAA 2.0 assesses students' understanding of the state's alternate academic content standards, or *Extended Content Standards*, which align to the grade-level content standards. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant cognitive disabilities may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would provide access to the standard. The *Extended Content Standards* allow students to show learning of concepts and constructs within a grade-level standard, but at reduced levels of complexity.

The following four achievement levels generally describe students' understanding of the essential knowledge and skills outlined in Georgia's Extended Content Standards.

**Level 1:** Students at this level demonstrate a **limited** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need substantial academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

**Level 2:** Students at this level demonstrate a **partial** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need frequent academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

**Level 3:** Students at this level demonstrate an **adequate** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need occasional academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

**Level 4:** Students at this level demonstrate a **thorough** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need limited academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

More detailed and content-specific concepts and skills are provided for each grade and content area in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels, based on the *Extended Content Standards*. The ALDs were developed for each grade level and content area by committees of Georgia educators.

**ALDs show a progression of knowledge and skills** for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level as well as all content and skills in any achievement levels that precede his/her own, if any. For example, a Level 3 learner should also possess the knowledge and skills of a Level 2 learner and a Level 1 learner.

<b>Policy ALDs</b>				
<b>Standards</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	Students at this level demonstrate a <b>limited</b> understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and <b>may need substantial academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate a <b>partial</b> understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and <b>may need frequent academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate an <b>adequate</b> understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and <b>may need occasional academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.	Students at this level demonstrate a <b>thorough</b> understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and <b>may need limited academic support</b> as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
<b>Range ALDs</b>				
<b>Students understand the connections between significant people, places, and events in the history of the United States.</b>				
SS5H2a SS5H4b SS5H7b	Identify the Lusitania.  Identify the events of September 11, 2001.	Identify the Treaty of Versailles (i.e., the end of the war, diplomacy as a resolution to disagreements).	Identify an impact of the Treaty of Versailles.  Identify D-Day as a major event in World War II and match it to	Describe the events that led to U.S. involvement in World War I.

		<p>Identify U.S. contributions to World War I.</p> <p>Identify Pearl Harbor as a major event in World War II and match it to its theater (i.e. Pacific).</p> <p>Identify the Holocaust as a major event in World War II and match it to its theater (i.e., Europe).</p>	<p>its theater (i.e., Europe).</p> <p>Describe major events in World War II (i.e., Pearl Harbor and the Holocaust).</p> <p>Describe U.S. contributions to World War I.</p> <p>Describe the events of September 11, 2001.</p>	<p>Explain the causes and effects of U.S. involvement in World War I.</p> <p>Explain an impact of the Treaty of Versailles in 1919.</p> <p>Describe major events in World War II (i.e., D-Day).</p> <p>Identify changes in American life that resulted from the events on September 11, 2001.</p>
<b>Students understand how geography affects the locations of agricultural and industrial centers.</b>				
SS5G2a SS5G2b	<p>Identify or locate icons on a map and/or map key that represent agriculture, industry, population centers, roads, railroads, waterways, and resources.</p>	<p>Define agricultural, industrial, population, transportation, resources, rural, urban, railroads, and waterways.</p> <p>Use a map to locate a primary agricultural or industrial center.</p>	<p>Match factors such as population, transportation, and resources to how they have influenced primary agricultural and industrial centers between the end of the Civil War and 1900.</p> <p>Match factors such as population, transportation, and resources to how they</p>	<p>Identify an appropriate explanation of how factors such as population, transportation, and resources have influenced primary agricultural and industrial centers between the end of the Civil War and 1900.</p> <p>Identify an appropriate explanation of how</p>

			have influenced primary agricultural and industrial centers since the turn of the 20th century.	factors such as population, transportation, and resources have influenced primary agricultural and industrial centers since the turn of the 20th century.
<b>Students understand the significance of civil rights and civic responsibilities of United States citizens.</b>				
SS5H6a SS5H6b SS5CG1a	Identify key people in the civil rights movement (i.e., Rosa Parks and Martin Luther King, Jr.).  Identify rights and responsibilities of a U.S. citizen (i.e., voting, obeying laws, respecting the rights of others).	Identify the rights limited by Jim Crow laws.  Identify the purpose of Jim Crow laws.  Define segregation (e.g., a separation of races).  Identify rights and responsibilities of a U.S. citizen (i.e., serving on a jury, participating in military service).	Describe the rights limited by Jim Crow laws.  Identify the effects of Jim Crow laws.  Identify key events in the civil rights movement (i.e., Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, and Voting Rights Act).  Describe the rights and responsibilities of a U.S. citizen.	Explain the effects of Jim Crow laws.  Describe key people and events of the civil rights movement (i.e., Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, and Voting Rights Act, Rosa Parks, and Martin Luther King, Jr.).
<b>Students understand the interaction of economic concepts.</b>				
SS5E2a SS5E2b	Define a household.	Define resources.  Identify ways in which a	Identify and describe ways in which a household will provide	Identify and describe ways in which private business functions in

SS5E4	Define goods and services.  Define income, expenses, and saving.	household consumes goods and services.  Define private business.  Identify elements of a personal budget.	resources within the economy.  Describe ways in which a household consumes goods and services.  Identify and describe the importance of saving.  Identify and describe the importance of tracking spending.	producing goods and services in the U.S. economy.
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