



**Achievement Level Descriptors**  
**for**  
**Grade 5 Social Studies**

Georgia Department of Education  
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### Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia’s content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:

**Beginning Learners do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students **need substantial academic support** to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students **need additional academic support** to ensure success in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students **are prepared** for the next grade level or course and are on track for college and career readiness.

**Distinguished Learners demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students **are well prepared** for the next grade level or course and are well prepared for college and career readiness.

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in July 2017 and March 2018. The ALDs are based on the state-adopted content standards.

**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 Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

POLICY ALDS					
ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		<b>Beginning Learners do not yet demonstrate proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for <i>college and career readiness</i> .	<b>Developing Learners demonstrate partial proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for <i>college and career readiness</i> .	<b>Proficient Learners demonstrate proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students are prepared for the next grade level or course and are on track for <i>college and career readiness</i> .	<b>Distinguished Learners demonstrate advanced proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students are well prepared for the next grade level or course and are well prepared for <i>college and career readiness</i> .
Range ALDS					
		Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Range		A student who achieves at the <b>Beginning Learner</b> level demonstrates minimal command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to	A student who achieves at the <b>Developing Learner</b> level demonstrates partial command of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to	A student who achieves at the <b>Proficient Learner</b> level demonstrates proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to	A student who achieves at the <b>Distinguished Learner</b> level demonstrates advanced proficiency of the grade-level standards. The pattern exhibited by student responses indicates that students are most likely able to
Historical Understandings					
SS5H.1 Describe how life changed in America at the turn of the century.					
	5H.1.a 5H.1.b 5H.1.c 5H.1.d	<ul style="list-style-type: none"> <li>identify the Black Cowboys of Texas, the Great Western Cattle Trail, or the Chisholm Trail;</li> <li>identify the inventions of the Wright brothers, George Washington Carver, Alexander Graham Bell, or Thomas Edison;</li> </ul>	<ul style="list-style-type: none"> <li>explain the purpose of the Great Western Cattle Trail and the Chisholm Trail;</li> <li>describe the inventions of the Wright brothers, George Washington Carver, Alexander Graham Bell, or Thomas Edison;</li> <li>identify William McKinley or Theodore Roosevelt as presidents of the United</li> </ul>	<ul style="list-style-type: none"> <li>explain the importance of the Black Cowboys of Texas in the late 19th century;</li> <li>explain how the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), or Thomas Edison (electricity)</li> </ul>	<ul style="list-style-type: none"> <li>analyze the importance of the Great Western Cattle Trail and the Chisholm Trail;</li> <li>analyze the importance of the contributions of the Wright brothers, George Washington Carver, Alexander Graham Bell, and Thomas Edison to American life;</li> </ul>

		<ul style="list-style-type: none"> <li>identify regions from which people immigrated to the United States</li> </ul>	<p>States and their role pertaining to the Spanish-American War or the Panama Canal;</p> <ul style="list-style-type: none"> <li>identify the region where people settled when they immigrated to the United States</li> </ul>	<p>impacted American life at the turn of the century;</p> <ul style="list-style-type: none"> <li>explain how building the Panama Canal under President Theodore Roosevelt contributed to America's expanded role in the world;</li> <li>explain the reasons people immigrated to the United States at the turn of the 20th century</li> </ul>	<ul style="list-style-type: none"> <li>explain how the results of the Spanish-American War under President McKinley expanded America's role in the world;</li> <li>analyze information in reference to the reasons people immigrated to the United States, from where they emigrated, and where they settled</li> </ul>
<b>SS5H.2 Describe U.S involvement in World War 1 and post-World War I America.</b>					
	5H.2.a 5H.2.b		<ul style="list-style-type: none"> <li>identify the field in which one of these individuals made important contributions: Jazz Age (Louis Armstrong), Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), or aviation (Charles Lindbergh)</li> </ul>	<ul style="list-style-type: none"> <li>explain how the sinking of the Lusitania and the concerns over the safety of U.S. ships led to the ultimate involvement of the United States in World War I or describe U.S contributions to the war and the impact of the Treaty of Versailles;</li> <li>explain the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and aviation (Charles Lindbergh)</li> </ul>	<ul style="list-style-type: none"> <li>analyze how German attacks on U.S. shipping during the war in Europe (1914–1917) ultimately led the United States to join the fight against Germany or analyze U.S contributions to the war and the impact of the Treaty of Versailles;</li> <li>analyze the impact of Louis Armstrong, Langston Hughes, Babe Ruth, Henry Ford, and Charles Lindbergh on the cultural developments associated with their contributions</li> </ul>
<b>SS5H.3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.</b>					
	5H.3.a 5H.3.b 5H.3.c	<ul style="list-style-type: none"> <li>identify the Stock Market Crash of 1929, the Great Depression, Herbert Hoover, Franklin</li> </ul>	<ul style="list-style-type: none"> <li>explain the Dust Bowl and soup kitchens;</li> <li>identify the New Deal, the Civilian Conservation</li> </ul>	<ul style="list-style-type: none"> <li>explain the relationship among Herbert Hoover, The Stock Market Crash of 1929, The Great</li> </ul>	<ul style="list-style-type: none"> <li>analyze the relationship among Herbert Hoover, The Stock Market Crash of 1929, The Great</li> </ul>

		Roosevelt, the Dust Bowl, or soup kitchens	<p>Corps, the Works Progress Administration, and the Tennessee Valley Authority;</p> <ul style="list-style-type: none"> <li>identify Duke Ellington, Margaret Mitchell, and Jesse Owens</li> </ul>	<p>Depression, and Franklin Roosevelt;</p> <ul style="list-style-type: none"> <li>explain the main features of the New Deal: the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority;</li> <li>explain the cultural contributions of Duke Ellington, Margaret Mitchell, and Jesse Owens</li> </ul>	<p>Depression, and Franklin Roosevelt;</p> <ul style="list-style-type: none"> <li>analyze the impact of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority;</li> <li>analyze the impact of Duke Ellington, Margaret Mitchell, and Jesse Owens on life in America in the 1930s</li> </ul>
<b>SS5H.4 Explain America's involvement in World War II.</b>					
	<p>5H.4.a 5H.4.b 5H.4.c 5H.4.d 5H.4.e 5H.4.f</p>	<ul style="list-style-type: none"> <li>identify Pearl Harbor and the Holocaust;</li> <li>define rationing</li> </ul>	<ul style="list-style-type: none"> <li>identify Iwo Jima, D-Day, and VE and VJ days;</li> <li>identify Roosevelt, Churchill, and Hitler;</li> <li>identify "Rosie the Riveter" or the Tuskegee Airmen;</li> <li>identify the United Nations</li> </ul>	<ul style="list-style-type: none"> <li>describe Germany's aggression in Europe and Japan's aggression in Asia;</li> <li>explain how major events in the war in both Europe and the Pacific, including Pearl Harbor, Iwo Jima, D-Day, and VE and VJ days affected the course of the war;</li> <li>explain President Truman's decision to drop the atomic bomb on Hiroshima and Nagasaki;</li> <li>identify Stalin, Hirohito, Truman, and Mussolini;</li> <li>explain rationing, the changing role of women and African Americans/Blacks, during World War II, as exemplified by "Rosie the Riveter" and the Tuskegee Airmen;</li> </ul>	<ul style="list-style-type: none"> <li>explain Germany's aggression in Europe and Japan's aggression in Asia;</li> <li>explain the impact of the Holocaust;</li> <li>analyze the reasons for President Truman's decision to drop the atomic bomb on Hiroshima and Nagasaki;</li> <li>describe the roles of Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler;</li> <li>analyze the effects of rationing and the changing role of women and African Americans/Blacks during World War II;</li> <li>analyze the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations</li> </ul>

				<ul style="list-style-type: none"> <li>explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations</li> </ul>	
<b>SS5H.5 Discuss the origins and consequences of the Cold War.</b>					
	5H.5.a 5H.5.b 5H.5.c 5H.5.d	<ul style="list-style-type: none"> <li>identify the Vietnam War</li> </ul>	<ul style="list-style-type: none"> <li>identify the Berlin airlift, the Korean War, or the North Atlantic Treaty Organization;</li> <li>identify Joseph McCarthy or Nikita Khrushchev;</li> <li>identify the Cuban Missile Crisis</li> </ul>	<ul style="list-style-type: none"> <li>describe the origin and the significance of the term "Iron Curtain";</li> <li>explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization;</li> <li>explain the importance of the Cuban Missile Crisis and the Vietnam War</li> </ul>	<ul style="list-style-type: none"> <li>analyze the importance of the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization;</li> <li>analyze the importance of the Cuban Missile Crisis and the Vietnam War</li> </ul>
<b>SS5H.6 Describe the importance of key people, events, and developments between 1950-1975.</b>					
	5H.6.a 5H.6.b 5H.6.c 5H.6.d	<ul style="list-style-type: none"> <li>identify Rosa Parks and Martin Luther King, Jr.</li> </ul>	<ul style="list-style-type: none"> <li>identify Jim Crow laws and practices;</li> <li>identify Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, the Civil Rights Act, the Voting Rights Act, Thurgood Marshall, Lyndon B. Johnson, and Cesar Chavez;</li> <li>explain the impact on American society of the assassinations of President John F. Kennedy and Martin Luther King, Jr.</li> </ul>	<ul style="list-style-type: none"> <li>explain the effects of Jim Crow laws and practices;</li> <li>explain the key events and people of the Civil Rights movement, including Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.;</li> <li>explain the significance of the technologies of television and space</li> </ul>	<ul style="list-style-type: none"> <li>analyze the effects of Jim Crow laws and practices;</li> <li>analyze how the Civil Rights movement was influenced by key events and people;</li> <li>analyze the impact of television and space exploration on American life</li> </ul>

				exploration between 1950 and 1975	
<b>SS5H.7 Trace important developments in America from 1975 to 2001.</b>					
	5H.7.a 5H.7.b 5H.7.c		<ul style="list-style-type: none"> <li>identify the Soviet Union;</li> <li>identify the events of September 11, 2001;</li> <li>explain the impact of the personal computer and the Internet on American life</li> </ul>	<ul style="list-style-type: none"> <li>describe U.S. involvement in the collapse of the Soviet Union;</li> <li>describe the events of September 11, 2001, and their impact on American life;</li> <li>analyze the impact of the personal computer and the Internet on American life</li> </ul>	<ul style="list-style-type: none"> <li>analyze the role of the United States in the collapse of the Soviet Union;</li> <li>analyze the impact of the events of September 11, 2001, on American life</li> </ul>
<b>Geographic Understandings</b>					
<b>SS5G.1 Locate important places in the United States.</b>					
	5G.1.a		<ul style="list-style-type: none"> <li>locate important man-made places on a political map: the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL; and Chicago, IL</li> </ul>	<ul style="list-style-type: none"> <li>Identify the connection between significant events and/or people relating to the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL; and Chicago, IL</li> </ul>	
<b>SS5G.2 Explain the reasons for the spatial patterns of economic activities.</b>					
	5G.2.a 5G.2.b		<ul style="list-style-type: none"> <li>identify the factors (population, transportation, and resources) influencing agricultural and industrial location in the United States after the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>explain the factors (population, transportation, and resources) influencing industrial location;</li> <li>locate primary agricultural and industrial locations and describe how factors such as population, transportation, and resources have influenced these areas</li> </ul>	<ul style="list-style-type: none"> <li>relate information about locations to factors (population, transportation, and resources) influencing industrial location;</li> <li>interpret and draw conclusions from a map of the dispersion of the primary agricultural and industrial locations within the United States since the early 1900s</li> </ul>

<b>Government/Civic Understandings</b>					
<b>SS5CG.1 Explain how a citizen's rights are protected under the U.S. Constitution.</b>					
	CG.1.a CG.1.b	<ul style="list-style-type: none"> <li>identify the responsibilities of a U.S. citizen</li> </ul>	<ul style="list-style-type: none"> <li>explain the responsibilities of U.S. citizens;</li> <li>identify examples of due process</li> </ul>	<ul style="list-style-type: none"> <li>explain what is meant by the concept of due process of law or explain examples that illustrate due process</li> </ul>	<ul style="list-style-type: none"> <li>describe how the Constitution protects a citizen's rights by due process</li> </ul>
<b>SSCG.2 Explain the process by which amendments to the U.S. Constitution are made.</b>					
	CG.2.a CG.2.b		<ul style="list-style-type: none"> <li>identify the purpose of the amendment process</li> </ul>	<ul style="list-style-type: none"> <li>describe the amendment process outlined in the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>interpret, explain, or fill in the missing step in a flow chart of the amendment process;</li> <li>explain the importance of the amendment process</li> </ul>
<b>SSCG.3 Explain how amendments to the U.S. Constitution have maintained a representative democracy/republic.</b>					
	CG.3.a			<ul style="list-style-type: none"> <li>explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments</li> </ul>	<ul style="list-style-type: none"> <li>analyze the effect the 15th, 19th, 23rd, 24th, and 26th amendments have had on maintaining a representative democracy in the United States</li> </ul>
<b>Economic Understandings</b>					
<b>SS5E.1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</b>					
	E.1.a E.1.b E.1.c E.1.d		<ul style="list-style-type: none"> <li>identify examples of price incentives;</li> <li>identify examples of specialization;</li> <li>identify the role of trade in economic relationships</li> </ul>	<ul style="list-style-type: none"> <li>explain how opportunity costs influence decision making;</li> <li>explain how price incentives affect people's behavior and choices;</li> <li>explain how specialization improves standards of living and productivity;</li> <li>explain the role of trade and voluntary exchange in promoting economic activity</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the effect opportunity costs have on decision making;</li> <li>analyze the impact of price incentives on people's behavior and choices;</li> <li>analyze how specialization affects standards of living and productivity;</li> <li>using data on the relationship between trade and economic growth, analyze the importance of trade and voluntary exchange in promoting economic activity</li> </ul>

<b>SS5E.2 Describe the function of four major sectors in the U.S. economy.</b>					
	E.2.a E.2.b E.2.c E.2.d		<ul style="list-style-type: none"> <li>identify the functions of households in providing resources and consuming goods and services;</li> <li>identify the functions of private business in producing goods and services;</li> <li>identify the bank function in providing checking accounts, savings accounts, and loans</li> </ul>	<ul style="list-style-type: none"> <li>explain the household function in providing resources and consuming goods and services;</li> <li>explain the private business function in producing goods and services;</li> <li>explain the bank function in providing checking accounts, savings accounts, and loans;</li> <li>explain the purpose of taxation and the government function in providing certain goods and services through taxes</li> </ul>	
<b>SS5E.3 Describe how consumers and producers interact in the U.S. economy.</b>					
	E.3.a E.3.b E.3.c	<ul style="list-style-type: none"> <li>identify examples of how people earn income by selling their labor to businesses</li> </ul>	<ul style="list-style-type: none"> <li>define or identify definitions of competition and markets;</li> <li>explain how people earn income by selling their labor to businesses;</li> <li>identify examples of risks entrepreneurs take</li> </ul>	<ul style="list-style-type: none"> <li>explain how competition, markets, and prices influence people's behavior;</li> <li>explain how entrepreneurs take risks to develop new goods and services to start a business</li> </ul>	<ul style="list-style-type: none"> <li>make generalizations or draw conclusions about how a specific situation (involving competition, markets, and/or prices), based on data provided in a chart, will influence people's behavior;</li> <li>analyze the risks entrepreneurs take</li> </ul>
<b>SS5E.4 Identify the elements of a personal budget (income, expenditures, and savings) and explain why personal spending and saving decisions are important.</b>					
			<ul style="list-style-type: none"> <li>identify the elements of a personal budget (income, expenditures, and saving)</li> </ul>	<ul style="list-style-type: none"> <li>explain why personal spending and saving decisions are important</li> </ul>	<ul style="list-style-type: none"> <li>evaluate why the spending and saving parts of a budget are important or identify patterns in parts of the budget (such as the effects of weekly saving or constant spending)</li> </ul>