

Dubai American Academy Report Card Handbook, Grade 5

Where do the numbers come from and what do they mean?

Overview

Dubai American Academy's Primary and Elementary Schools, like many of the top international schools, use a standards-based report card. This handbook, which accompanies our standards-based report card, is designed to do three things for Grades 1 through 5:

- 1) Clarify end-of-year goals for DAA's students, parents, and teachers;
- 2) Provide information to parents on where their child is relative to these end-of-year goals; and
- 3) Provide specific feedback that helps children, parents, and teachers focus their efforts, so that they are better able to meet end-of-year goals.

For each section of the report card, teachers report a score that is derived from evidence they have gathered over the course of a trimester. A variety of data sources contribute to this evidence, including "core assessments" -- that is, assessments that are common across the grade level and designed to assess student understanding and proficiency at the end of a unit or learning process. While these "core assessments" are important, teachers also remain attentive to the importance of using "multiple measures," including formative assessments, in-school tasks, teacher observations, and conversations as part of the reporting process, as well, which is what DAA teachers do when determining scores.

Dubai American Academy's Standards:

DAA prepares its students for success in and beyond school by carefully selecting standards that suit this purpose. The school does not use a single set of standards from one organization or entity; rather, through the curriculum review process, it has selected the best system of standards available in each subject area for the needs of our students. Presently, the organizations behind DAA's standards and benchmarks in each subject area are as follows:

English/Language Arts: Common Core State Standards (CCSS)

Social Studies: C3 Framework, American Education Reaching Out (AERO), UAE Social Studies Framework

Science: Next Generation Science Standards (NGSS)

Mathematics: Common Core State Standards (CCSS)

Arabic, French, & Spanish: the Common European Framework (CEF) & Mid-continent Research for Education and Learning (McREL)

Islamic Studies: UAE Ministry of Education

Art: National Core Arts Standards – California

Drama: California State Standards for Visual and Performing Arts

ELL: Sheltered Immersion Model (SIM) or Beginner English Course (BEC)

Guidance: American School Counselor Association (ASCA)

Health: Mid-continent Research for Education and Learning (McREL)

IT: International Society for Technology in Education (ISTE)

PE: Mid-continent Research for Education and Learning (McREL)

Music: Delaware State Standards (DSS)

Journalism: Indiana State Journalism Standards

1-2-3-4 Scoring Explained

Performance Level Descriptors	Further Explanation of Descriptors
4- Exceeds Expectations. Student is working above the grade level standard. Student consistently and independently exceeds expectations.	The student has mastered the grade level standard for this point in the year and demonstrates the ability to apply what they have learned, think and problem-solve, and articulate their thinking. Generally, a '4' does not mean the student has gone further (to the content at the next grade level), but has gone deeper in developing their understanding.
3- Meets Standards. Student is working at the grade level standard. Student frequently meets expectations with minimal or no assistance.	The student is working at grade level for this point in the year. The standards outline the end of year expectations, so a '3' in the first and second trimester means the student is on track to be successful and meet the end-of-year standards, in June.
2- Developing. Student is working toward the grade level standard. Student requires moderate assistance and/or redirecting.	The student is working toward grade level standard, but currently needs support to meet the standard and cannot meet the standard independently (yet!).
1- Beginner. Student is beginning to work toward the grade level standard. Student requires considerable assistance and/or redirecting.	The student is considerably behind to meet the end-of-year standards and is significant danger of not meeting the standard. In many cases, a '1' is a signal that additional interventions are needed beyond normal differentiated instruction in the classroom.

Elements of the Report Card Handbook:

Core Assessments identify major assessments that were used to inform report card marks in all classrooms at the grade level.

The Learning Skills Rubric clarifies exactly what each "learning skills" score means, and also what the next level up looks like.

The Reading Level Targets section of the handbook lets you know where we'd like children to be at different stages with their Guided Reading Levels.

Report Card Descriptors Explanations are provided for most elements of your child's report card. These descriptors provide further detail about what it means to be at standard. As stated above, a '3' on the report card in Trimester 1 or 2 does not mean the standard is fully met, but that the child is on track to fully master this standard by the end of the school year.

Grade 5 Learning Skills

Learning Skills	1 = Beginner Student is beginning to work towards standard for grade level. Student requires considerable assistance and/or redirecting.	2 = Developing Student is working toward standard for grade level. Student requires moderate assistance and/or redirecting.	3 = Meets Standards Student is working at standard for grade level. Student frequently meets expectations with minimal or no assistance.	4 = Exceeds Standards Student is working above the standards for grade level. Student consistently and independently exceeds expectation.
Works Independently	Completes tasks with support, assistance and/or redirection.	Completes tasks with some support, assistance and/or redirection.	Completes tasks without adult assistance and occasionally helps others who may need assistance.	Completes tasks without adult assistance and teaches others how to go about doing the same.
Cooperates with others	Needs support to collaborate with others.	Collaborates with others with occasional adult support.	Effectively collaborates with others.	Role model for others as a leader and support for how to problem solve.
Completes school work efficiently	Needs support to stay on task and complete work.	Occasionally stays on task and needs support to complete work in a timely manner.	Consistently stays on task and generally completes work in a timely manner.	Stays on task, and completes work in a timely manner.
Listens and follows directions	Needs support to follow simple directions.	Follows simple directions with	Follows complex directions with occasional support.	Follows complex directions independently

		occasional reminders.		
Participates in class	With frequent prompting and encouragement, participates in classroom activities.	Generally follows and understands the routines and expectations of the classroom and contributes to classroom activities with occasional support.	Consistently follows and understands the routines and expectations of the classroom and contributes positively to classroom activities.	Follows and understands the routines and expectations of the classroom and elevates classroom activities.
Works toward improvement	Works toward improvement with support.	Works toward improvement with minimal support.	Works toward improvement independently.	Sets high standards for himself/herself, works toward consistently improving his/her learning, and motivates others.

Grade 5 Language Arts & Cross-Content Literacy: Reading

Core Assessments:

- DRA/Running Record
- Reading Responses
- Conferring notes from conferences

Reading Comprehension (literary texts AND informational texts): Reads & comprehends grade level appropriate literary texts independently & proficiently.	<i>First Trimester</i> 1=P or below 2=Q/R/S 3=T 4=U or above	<i>Second Trimester</i> 1=Q or below 2=R/S/T 3=U 4=V or above	<i>Third Trimester</i> 1=R or below 2=S/T/U 3=V 4=W or above
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Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
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<p>Key Ideas & Details: Determines central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> ● determine the theme or main idea of a text using key details, characters' actions, or the speaker's reflection ● summarize a story, drama, poem, or informational text ● explain relationships between events, ideas, or procedures from an informational text and use the text to support the explanation 	<p><i>RL.5.1-3</i></p>
<p>Key Ideas & Details: Refers to details and explicit examples from the text when drawing inferences.</p>	<ul style="list-style-type: none"> ● use specific quotes from a text when drawing inferences and explaining what a text says specifically ● use specific details from a text to compare and contrast two characters, events, or settings 	<p><i>RL.5.1-3</i></p>
<p>Craft & Structure: Understands the importance of an author's craft (word choice, figurative language, repetition, selection of detail) and the structure of texts.</p>	<ul style="list-style-type: none"> ● determine the meaning of words and phrases based on how they are used in a text ● explain how a series of chapters or stanzas fit together to create the overall structure of a text ● compare/contrast the overall structure of events or ideas in two or more texts ● analyze two or more accounts of the same event while noting similarities and differences ● locate information from various sources to answer a question or solve a problem 	<p><i>RL.5.4-6</i></p>
<p>Integration of Knowledge & Ideas: Integrates ideas and knowledge effectively and develops opinions about texts.</p>	<ul style="list-style-type: none"> ● describe how the narrator's point of view affects how events are described ● analyze how visual or multimedia elements contribute to the meaning or beauty of a text ● compare and contrast stories of the same genre on their approach to similar themes ● read and comprehend literature appropriate for fifth grade ● explain how an author uses reasons and evidence to support his/her points 	<p><i>RL.5.7-9</i></p>

	<ul style="list-style-type: none"> specifically identify which reasons an author uses to support which points combine information from two texts on the same topic to write or speak about the subject read and comprehend informational text appropriate for fifth grade 	
Foundational Skills: Knows and applies grade-level phonics, word recognition, and fluency.	<ul style="list-style-type: none"> use knowledge of letter-sound relationships, syllabication, and roots and affixes to read unknown words read fifth grade text with purpose and understanding read fifth grade text aloud with accuracy, expression, and appropriate rate use strategies to understand unknown words 	<i>RF.5.3-4</i>

Grade 5 Language Arts & Cross-Content Literacy: Writing

Core Assessments:

- Writing Workshop written pieces
- In-class assessment of skills
- Conferring notes from conferences

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
Narrative Writing: Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> establish a situation, introduce a narrator, and organize an event sequence use dialogue, descriptions, and pacing to develop events and characters use transitional words, phrases, and clauses to manage sequence of events use concrete words, phrases and sensory details to manage sequence of events provide some sense of closure 	<i>W.5.3a-d</i>
Opinion Writing: Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> write an opinion piece that supports a point of view introduce a topic or name of a book, state an opinion, and create an organizational 	<i>W.5.1a-d</i>

	<p>structure that supports a purpose</p> <ul style="list-style-type: none"> ● provide reasons that are supported by facts and details and are ordered logically ● use words, phrases, and clauses to link opinions and reasons ● provide a concluding section or statement 	
<p>Informational Writing: Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> ● write an informative piece, which introduces a topic, provides a general focus, groups related information and includes formatting and illustrations when helpful ● use facts, definitions, details, and quotations to develop the topic ● use words, phrases and clauses to link ideas within and across categories ● inform or explain about the topic using domain-specific vocabulary and precise language ● provide some sense of closure 	<p><i>W.5.2a-d</i></p>
<p>Build & Present Knowledge: Writes effectively after engaging in research, demonstrating an age-appropriate ability to gather and recall information, select detail, and organize ideas.</p>	<ul style="list-style-type: none"> ● conduct a short research project that uses several sources to build knowledge about a topic ● use provided sources to find information, take notes on sources, and categorize notes ● summarize or paraphrase information found ● provide a list of sources used for a research project ● use evidence from literature to support analysis, reflection, and research ● use evidence from informational text to support analysis, reflection, and research 	<p><i>W.5.7-9</i></p>

<p>Writing Process: Understands and practices the Writing Workshop process (generating ideas, developing, drafting, revising, editing, publishing).</p>	<ul style="list-style-type: none"> ● produce pieces of writing that are appropriate for fifth grade tasks, purposes, and audiences ● use guidance from peers and adults to plan, revise, and edit writing ● use digital tools to produce and publish work ● use the internet to interact and collaborate with peers on writing projects ● demonstrate a command of keyboarding skills to type a page in one sitting ● write for a range of time and tasks 	<p>W.5.4-6 W.5.10</p>
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Grade 5 Language Arts & Cross-Content Literacy: Speaking & Listening

Core Assessments:

- Teacher observations of student-partner and small group work
- Teacher observations of student speaking and questioning

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
<p>Collaboration: Participates effectively in conversations about topics and texts with peers and adults in small and larger groups. Listens effectively, demonstrating an age-appropriate ability to build on the ideas of others and express their own ideas.</p>	<ul style="list-style-type: none"> ● prepare for a class discussion and participate by responding to things others say ● follow agreed-upon rules for class discussions and carry-out assigned roles ● ask and answer questions during a discussion to elaborate on the remarks of others ● review ideas expressed and draw conclusions using information gained in a discussion ● summarize information presented orally or visually ● summarize points a speaker makes ● explain the reasons and evidence a speaker uses to support the claims he/she makes 	<p>SL.5.1-3</p>
<p>Presentation: Presents ideas effectively, displaying an age-appropriate ability to tell stories and recount experiences, organize thoughts logically, support opinions with</p>	<ul style="list-style-type: none"> ● sequence ideas logically, using appropriate facts and details, and speak clearly and understandably while 	<p>SL.5.4-6</p>

descriptive details, and use formal English when appropriate.	reporting on a topic or opinion <ul style="list-style-type: none"> ● include multimedia projects or visual displays when they will be helpful in developing the main idea or theme of a presentation ● use formal English when appropriate to tasks and situations 	
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Grade 5 Language Arts & Cross-Content Literacy: Language

Core Assessments:

- Writing Workshop written pieces
- In-class assessment of skills
- Conferring notes from one-on-one conference

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
Vocabulary: Exhibits the necessary skills to determine and clarify meanings of unfamiliar words. Demonstrates an age-appropriate academic and conversational vocabulary.	<ul style="list-style-type: none"> ● form and use perfect verb tenses ● use verb tenses to convey various times, sequences, states, and conditions ● recognize and correct inappropriate shifts in verb tense ● spell grade-appropriate words correctly ● can compare/contrast varieties of English used in stories, drama, or poems ● use context clues figure out word meanings ● use common Greek and Latin affixes and roots to figure out word meanings ● determine the meaning or pronunciation of a word by consulting reference materials ● explain the meaning of simple similes and metaphors in context ● recognize and explain the meaning of common idioms, adages, and proverbs ● use relationships between words to better 	L.5.4-6

	<p>understand the meaning of each individual word</p> <ul style="list-style-type: none"> • use words and phrases learned through listening and reading, especially words related to fifth grade topics 	
<p>Conventions: Demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • explain the function of conjunctions in general and in specific sentences • explain the function of prepositions in general and in specific sentences • explain the function of interjections in general and in specific sentences • use correlative conjunctions • use punctuation to separate items in a series • use a comma to separate an introductory element for the rest of the sentence • use a comma to set off the words yes and no • use a comma to set off a tag question from the rest of a sentence • use a comma to indicate direct address • use underlining, quotation marks, or italics to indicate titles of words • expand, combine, and/or reduce sentences for purpose of meaning, interest or type 	L.5.1-2

Grade 5 Mathematics

Core Assessments:

- Unit Assessments
- Open response (challenge) questions
- Teacher observations and notes

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
Operations & Algebraic Thinking		

Writes and interprets numerical expressions.	<ul style="list-style-type: none"> • use parentheses, brackets, or braces in numerical expressions, and evaluate them using symbols. • write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation 'add 8 and 7', then multiply by 2, as $2 \cdot (8+7)$. • recognize that $3 \cdot (18956+932)$ is three times as large as $18932+932$ without having to calculate the indicated sum or product. 	5.OA.1 5.OA.2 5.OA.2
Analyzes patterns and relationships.	<ul style="list-style-type: none"> • generate two numerical patterns using 2 given rules. For example, given the rule 'Add 3' and the starting number 0, and given the rule 'Add 6' and the starting number 0, and explain why. 	5.OA.2
Number & Operations in Base 10		
Understands place value system and performs operations with multi-digit whole numbers and with decimals.	<ul style="list-style-type: none"> • recognize that in a multi-digit number, a digit in the ones place represents 10 times as much as the digit to its right. • explain patterns in the number of zeros of the product when multiplying by powers of 10 and those of the decimal point when multiplied or divided by a power of 10. • read, write, and compare decimals to thousandths. • write numbers in expanded and exponent notation. • compare two decimals to the thousandths using base-ten numerals. • place value understanding to round decimals to any place. 	5.NBT.1 5.NBT.2 5.NBT.3 5.NBT.3a 5.NBT.3b 5.NBT.4
Number & Operations-Fractions		
Uses equivalent fractions as strategies to add and subtract fractions.	<ul style="list-style-type: none"> • add and subtract fractions with unlike denominators, including mixed numbers, by replacing the given fractions with equivalent fractions. • produce an equivalent sum or difference with fractions by creating like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. • solve word problems involving the addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. • use visual representation, or equations to represent a problem. For example recognizing that $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ is incorrect and saying that $\frac{3}{7} < \frac{1}{2}$. 	5.NF.1 5.NF.2

<p>Multiplies and divides fractions.</p>	<ul style="list-style-type: none"> interpret a fraction as a division of the numerator by the denominator. For example interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$, multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of a size of $\frac{3}{4}$. solve word problems involving division of whole numbers. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? easily multiply a fraction or a whole number by a fraction. use a visual fraction model to show $(\frac{2}{3}) \times (\frac{4}{5})$ and create a story context for this equation. find the area of a rectangles. 	<p>5.NF.3 5.NF.3 5.NF.4 5.NF.6 5.NF.4b</p>
<p>Measurement & Data</p>		
<p>Converts like measurement units within a given measurement system.</p>	<ul style="list-style-type: none"> convert among different-sized standard measurement units within a given measurement system (e.g. convert 5cm to 0.05m) and use these conversions in solving multi-step, real world problems. 	<p>5.MD.1</p>
<p>Understands concepts of volume and relates volume to multiplication and to addition.</p>	<ul style="list-style-type: none"> recognize that volume is an attribute of solid figures and understand the concept of volume measurement. identify the volume of a cube. measure the volume of different cubes using different lengths. solve real world and mathematical problems related to volume. find the volume of a right rectangular prism with whole-number sides, by packing it with unit cubes show that volume is the same as would be found by multiplying the edge of the lengths, equivalently by multiplying the height by the area of the base. apply the formulas $V=L*W*H$ or $V=B*h$ for rectangular prisms. 	<p>5.MD.3 5.MD.4 5.MD.5 5.MD.5a 5.MD.5b</p>
<p>Represents and interprets data at a grade-appropriate level.</p>	<ul style="list-style-type: none"> make a line plot to display a data set of measurements in fractions of a unit. use operations of fractions to solve problems presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were distributed equally. 	<p>5.MD.2 5.MD.1</p>

Geometry		
Graphs points on the coordinate plane to solve real-world mathematical problems.	<ul style="list-style-type: none"> use a pair of perpendicular number lines, called axes, to define coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers called coordinates. explain the x and the y axis and what these numbers indicate. 	5.G.1
Classifies two-dimensional figures into categories based on their properties.	<ul style="list-style-type: none"> explain that attributes belonging to a category of 2 dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 	5.G.3
Standards for Mathematical Practice		
Demonstrates ability to think like a mathematician, explaining thinking & using a variety of problem-solving strategies.	<ul style="list-style-type: none"> read/listen carefully and develop a plan for how to solve the problem. try a different strategy if the one they are using is not working. show with visuals/models and/or explains with words how they solve problems. use correct mathematical symbols, vocabulary, and units of measurement when communicating (orally and in writing). 	5.0 5.1 5.2 5.3 5.4 5.5

Grade 5 Science

Core Assessments:

- Unit Assessments
- Demonstration of science skills during investigations
- Demonstrations of engineering skills during problem-solving
- In-class assessment of skills and knowledge

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
Physical Sciences: Demonstrates understanding of the key content & concepts (Structure and Properties of Matter).	<ul style="list-style-type: none"> Develop a model to describe that matter is made of particles too small to be seen. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. Make observations and measurements to identify materials based on their properties. 	5-PS1-1 5-PS1-2 5-PS1-3 5-PS1-4

	<ul style="list-style-type: none"> Conduct an investigation to determine whether the mixing of two or more substances results in new substances. 	
Demonstrates understanding of key content & concepts (Matter and Energy in Organisms and Ecosystems).	<ul style="list-style-type: none"> Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. Support an argument that plants get the materials they need for growth chiefly from air and water. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. 	5-PS3-1 5-LS1-1 5-LS2-1
Demonstrates understanding of key content & concepts (Matter and Energy in Organisms and Ecosystems).	<ul style="list-style-type: none"> Support an argument that the gravitational force exerted by Earth on objects is directed down. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 	5-PS2-1 5-ESS1-1 5-ESS1-2
<p>Earth & Space Sciences:</p> <p>Demonstrates understand of key content & concepts (Earth's Systems).</p>	<ul style="list-style-type: none"> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. 	5-ESS2-1 5-ESS2-2 5-ESS3-1
<p>Science & Engineering:</p> <p>Practices: Demonstrates the ability to think like a scientist and/or an engineer to apply knowledge and solve problems that require higher order thinking.</p>	<ul style="list-style-type: none"> Ask Questions and Define Problems Develop and use models Plan and carry out investigations Analyze and interpret data Use mathematics and computational thinking Construct explanations and design solutions Engage in argument from evidence Obtain, evaluate, and communicate information 	3-5-ETS1-1-3

Grade 5 Social Studies

Core Assessments:

- In-class assessment of skills
- Performance on class-based project work
- Written and performance-based assessments

Report Card Descriptor	What a student can do if they are at standard...	Standard(s)
Constructs compelling questions to guide inquiry.	<ul style="list-style-type: none"> • Constructs compelling questions, either individually or with others • Explain how supporting questions help answer compelling questions • Determine the kinds of sources that will be helpful in answering questions 	D1.4.3-5 D1.5.3-5
Applies the disciplines of social science to the interactions of humans with each other and/or the environment.	<ul style="list-style-type: none"> • Distinguish the responsibilities and powers of government officials at various branches of government and in different times and places. • Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. • Examine the origins and purposes of rules, laws and key US constitutional provisions. • Examine how groups of people make rules to create responsibilities and protect freedoms. • Explain the origins, functions, and structure of different systems of government, including those created by the US and state constitutions. • Explain how rules and laws change society and how people change rules and laws. • Explain how policies are developed to address public problems. • Generate questions about individuals and groups who have shaped significant historical changes and continuities. • Explain the relationship between investment in human capital, productivity, and future incomes. • Describe ways people can increase productivity by using improved capital goods and improving their human capital. • Identify the positive and negative incentives that influence the decisions that people make. • Explain how profits influence sellers in markets. 	D2 Civ 1 3-5 D2 Civ 2 3-5 D2 Civ 3 3-5 D2 Civ 4 3-5 D2 Civ 5 3-5 D2 Civ 12 3-5 D2 Civ 13 3-5 D2 His 3 3-5 D2 Eco 6 3-5 D2 Eco 13 3-5 D2 Eco 2 3-5 D2 Eco 7 3-5

Evaluates sources to answer questions and/or develop ideas.	<ul style="list-style-type: none"> ● Gather relevant information from multiple sources ● Use distinctions among fact and opinion to determine the credibility of multiple sources 	D3.1 3-5 D3.2 3-5
Takes action by communicating ideas in class, school, or in the greater community.	<ul style="list-style-type: none"> ● Construct arguments using claims and evidence multiple sources ● Critique arguments ● Explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places. 	D4.1.3-5 D4.4.3-5 D4.6.3-5