

**Fourth Grade Social Studies SBRC Rubric**

**1-Does Not Meet Standards**

**2-Approaching Standards**

**3-Meets Standards**

**E-Exceeds Standards**

Demonstrates understanding of unit concepts. ( 6.1.4.A.1-3), (6.1.4.A.4-6), (6.1.4.A.7-8), (6.1.4.A.11-16), (6.1.4.B.1-3)				
Social Studies Unit 1 Civics, Government and human Rights 10 weeks Social Studies ** Unit 2 Geography, People, and the Environment (Introduction)				
Score	1=0-3 out of 10 bullets	2=4-7out of 10 bullets	3=8-10 out of 10 bullets	E
<b>Trimester 1</b>	Student is unable or rarely able to demonstrate understanding of key concepts. <ul style="list-style-type: none"> <li>Identify the parts of the Constitution.</li> <li>Explain the fundamental rights and how they have improved American democracy.</li> <li>Distinguish the roles and responsibilities of the three branches in the government.</li> <li>Explain how the United States functions as a representative democracy, and describe roles of the elected representatives and how they interact with citizens at local, state, and national levels.</li> <li>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens (including people from diverse cultures) exercising their civic responsibilities at the community, state, national, and global levels.</li> </ul>	Student is beginning to demonstrate understanding of key concepts. <ul style="list-style-type: none"> <li>Identify the parts of the Constitution.</li> <li>Explain the fundamental rights and how they have improved American democracy.</li> <li>Distinguish the roles and responsibilities of the three branches in the government.</li> <li>Explain how the United States functions as a representative democracy, and describe roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> <li>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens (including people from diverse cultures) exercising their civic responsibilities at the community, state, national, and global levels.</li> </ul>	Student demonstrates understanding of key concepts by using them effectively throughout the units taught. <ul style="list-style-type: none"> <li>Identify the parts of the Constitution.</li> <li>Explain the fundamental rights and how they have improved American democracy.</li> <li>Distinguish the roles and responsibilities of the three branches in the government.</li> <li>Explain how the United States functions as a representative democracy, and describe roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> <li>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens (including people from diverse cultures) exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>Understand that the world is divided into many nations that have their own</li> </ul>	Student independently meets standards and extends understanding through application to real-life situations. <p>Example:</p> <p><b>Student can explain how and why early government structures developed, and determine the impact of these early structures on the</b></p>

	<ul style="list-style-type: none"> <li>• Understand that the world is divided into many nations that have their own governments, languages, customs, and laws and describe the process by which immigrants from these many nations become United States citizens (including people from diverse cultures) exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>• **Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>• **Use physical and political maps to explain how the location and spatial relationship of places in the U.S. and other areas have contributed to cultural diffusion and economic interdependence.</li> <li>• **Explain how and when it is important to us to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> <li>• Student is unable or rarely able to communicate using acquired vocabulary associated with unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the world is divided into many nations that have their own governments, languages, customs, and laws and describe the process by which immigrants from these many nations become United States citizens (including people from diverse cultures) exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>• **Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>• **Use physical and political maps to explain how the location and spatial relationship of places in the U.S. and other areas have contributed to cultural diffusion and economic interdependence.</li> <li>• **Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> <li>• Student is beginning to communicate or sometimes communicates using acquired vocabulary associated with unit.</li> </ul>	<p>governments, languages, customs, and laws and describe the process by which immigrants from these many nations become United States citizens (including people from diverse cultures) exercising their civic responsibilities at the community, state, national, and global levels.</p> <ul style="list-style-type: none"> <li>• **Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>• **Use physical and political maps to explain how the location and spatial relationship of places in the U.S. and other areas have contributed to cultural diffusion and economic interdependence.</li> <li>• **Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> <li>• Student communicates using acquired vocabulary associated with unit.</li> </ul>	<p><b>evolution of American politics and institutions.</b></p>
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*Assessment: work text responses, projects: examples – 3 Branches of gov't choice board, protest working conditions posters, physical maps of 5 regions, research projects*

Expresses ideas effectively using writing, discussion and/or drawing when responding to informational text.

For all Units

Score	1=0-3 out of 10 bullets	2=4-7out of 10 bullets	3=8-10 out of 10 bullets	E
<b>Trimester All</b>	<p>Student is unable or rarely able to express unit ideas effectively using writing, discussion, and/or drawing.</p> <ul style="list-style-type: none"><li>• Restate/reword the question in the response.</li><li>• Respond to all parts of the question.</li><li>• Maintain clear focus of the question.</li><li>• Identify key details to the answer and summarize the main point.</li><li>• Provide one or more examples from the text or that are relevant to the question and fully support the answer.</li><li>• Use evidence based sentence stems and directly quote or paraphrase.</li><li>• Make lists /take notes.</li><li>• Organize information into varying multi-media presentations when requested.</li></ul>	<p>Student is beginning to express unit ideas effectively using writing, discussion, and/or drawing.</p> <ul style="list-style-type: none"><li>• Restate/reword the question in the response.</li><li>• Respond to all parts of the question.</li><li>• Maintain clear focus of the question.</li><li>• Identify key details to the answer and summarize the main point.</li><li>• Provide one or more examples from the text or that are relevant to the question and fully support the answer.</li><li>• Use evidence based sentence stems and directly quote or paraphrase.</li><li>• Make lists /take notes.</li><li>• Organize information into varying multi-media presentations when requested.</li></ul>	<p>Student consistently expresses unit ideas effectively using writing, discussion, and/or drawing.</p> <ul style="list-style-type: none"><li>• Restate/reword the question in the response.</li><li>• Respond to all parts of the question.</li><li>• Maintain clear focus of the question.</li><li>• Identify key details to the answer and summarize the main point.</li><li>• Provide one or more examples from the text or that are relevant to the question and fully support the answer.</li><li>• Use evidence based sentence stems and directly quote or paraphrase.</li><li>• Make lists /take notes.</li><li>• Organize information into varying multi-media presentations when requested.</li></ul>	<p>Student independently meets standards and extends understanding. Example:</p> <p><b>Provide the justification for why this evidence is important to the answer.</b></p>

Assessment: work text responses, projects

Demonstrates understanding of unit concepts.  
( 6.1.4.B.1-3), (6.1.4.B.7-10), (6.1.4.C.4-18)

Social Studies Unit 2 Geography, People, and the Environment 7 weeks  
Social Studies Unit Economics, Innovation, and Technology 10 weeks\*\* (will not complete before the end of the trimester)

Score	1=0-4 out of 9 bullets	2=5-9 out of 14 bullets	3=10-14 out of 14bullets	E
<b>Trimester 2</b>	<p>Student is unable or rarely able to demonstrate understanding of key concepts.</p> <ul style="list-style-type: none"> <li>• Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>• Use physical and political maps to explain how the location and spatial relationship of places in the U.S. and other areas have contributed to cultural diffusion and economic interdependence.</li> <li>• Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> <li>• Explain why locations in the United States are more suited for settlement than others and compare ways people choose to use and distribute natural resources.</li> </ul>	<p>Student is beginning to demonstrate understanding of key concepts.</p> <ul style="list-style-type: none"> <li>• Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>• Use physical and political maps to explain how the location and spatial relationship of places in the U.S. and other areas have contributed to cultural diffusion and economic interdependence</li> <li>• Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> <li>• Explain why locations in the United States are more suited for settlement than others and compare ways people choose to use and distribute natural resources.</li> </ul>	<p>Student demonstrates understanding of key concepts by using them effectively throughout the units taught.</p> <ul style="list-style-type: none"> <li>• Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</li> <li>• Use physical and political maps to explain how the location and spatial relationship of places in the U.S. and other areas have contributed to cultural diffusion and economic interdependence.</li> <li>• Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> </ul>	<p>Student independently meets standards and extends understanding through application to real-life situations.</p> <p>Example:</p> <p><b>Describe migration and settlement patterns of Native American groups, and explain how these patterns affected</b></p>

	<ul style="list-style-type: none"> <li>• Relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> <li>• Identify major cities in the United States and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</li> <li>• **Describe how supply and demand influence price and output of products and describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> <li>• ** Explain the role of specialization in the production and exchange of goods and services is influenced by the global market and government.</li> <li>• **Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> <li>• **Compare and contrast how the availability of resources affects people across the world differently.</li> <li>• **Explain the role of money, savings, debt, and investment in individual's lives and recognize the importance of setting long-term goals when making financial decisions within the community.</li> <li>• **Evaluate the impact of ideas, inventions, and other contributions of prominent figures, examine the qualities of entrepreneurs in a</li> </ul>	<ul style="list-style-type: none"> <li>• Relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> <li>• Identify major cities in the United States and explain how geographic and demographic tools (e.g. Maps, globes, data visualizations) can be used to understand cultural differences</li> <li>• ** Describe how supply and demand influence price and output of products and describe the role and relationship among households, businesses, laborers, and governments within economic system.</li> <li>• ** Explain the role of specialization in the production and exchange of goods and services and explain how the availability of private and public goods and services is influenced by the global market and government.</li> <li>• ** Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> <li>• ** Compare and contrast how the availability of resources affects people across the world differently</li> <li>• **Explain the role of money, savings, debt, and investment in individuals' lives and recognize the importance of setting long-term goals when making financial decisions within the community.</li> <li>• **Evaluate the impact of ideas, inventions and other contributions of</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why locations in the United States are more suited for settlement than others and compare ways people choose to use and distribute natural resources.</li> <li>• Relate advances in science and technology to environmental concerns, and to actions taken to address them.</li> <li>• Identify major cities in the United States and explain how geographic and demographic tools (e.g. maps, globes, data visualizations) can be used to understand cultural differences.</li> <li>• ** Describe how supply and output of products and describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> <li>• ** Explain the role of specialization in the production and exchange of goods and services and explain how the availability of private and public goods and services is influenced by global market and government.</li> <li>• **Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community</li> <li>• **Compare and contrast how the availability resources</li> </ul>	<p><b>interactions in different regions of the Western Hemisphere.</b></p>
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	<p>capitalistic society, and explain how creativity and innovation resulted in scientific achievement/ inventions and the development of the communication age and thus the spread of ideas.</p> <ul style="list-style-type: none"> <li>• **Compare different regions to determine the role and impact that geography, natural resources, climate, transportation, technology, and/or the labor force play in the economic opportunities.</li> <li>• Student is unable or rarely able to communicate using acquired vocabulary associated with unit.</li> </ul>	<p>prominent figures, examine the qualities of entrepreneurs in a capitalistic society, and explain how creativity and innovation resulted in scientific achievements/ inventions and the development of the communication age and this the spread if ideas.</p> <ul style="list-style-type: none"> <li>• **Compare different regions to determine the role and impact the geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> <li>• Student is beginning to communicates or sometimes communicates using acquired vocabulary associated with unit</li> </ul>	<p>affects people across the world differently.</p> <ul style="list-style-type: none"> <li>• ** Explain the role of money savings, debt, and investment in individuals' lives and recognize the importance of setting long-term goals when making financial decisions within the community.</li> <li>• ** Evaluate the impact of ideas, inventions and other contributions of prominent figures, examine the qualities of entrepreneurs in a capitalistic society, and explain how creativity and innovation resulted in scientific achievement/ inventions and the development of the communication age and thus spread if ideas.</li> <li>• ** Compare different regions to determine the role and impact that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> <li>• Student communicates using acquired vocabulary associated with unit.</li> </ul>	
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*Assessment: work text responses, projects: examples – concept board economy, young entrepreneurs business, quest inventions and technology*

Demonstrates understanding of unit concepts. ( 6.1.4.C.4-18), (6.1.4.D.4-9), (6.1.4.D.12-17)

Social Studies Unit 3 Economic, Innovation and Technology 10 weeks \*\* (*finishing from last trimester*)  
 Social Studies Unit 4 History, Culture, and Perspectives 10 weeks

Score	1=0-4 out of 9 bullets	2=5-9 out of 14 bullets	3=10-14 out of 14bullets	E
<p><b>Trimester 3</b></p>	<p>Student is unable or rarely able to demonstrate understanding of key concepts.</p> <ul style="list-style-type: none"> <li>• ** Describe how supply and demand influence price and output of products and describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> <li>• ** Explain the role of specialization in the production and exchange of goods and services and explain how the availability of private and public goods and services is influenced by the global market and government</li> <li>• **Illustrate how production, distribution and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> <li>• ** compare and contrast how the availability of resources affects people across the world differently.</li> <li>• ** Explain the role of money, savings debt, and investments in individuals' lives and recognize the importance of setting long-term goals when making</li> </ul>	<p>Student is beginning to demonstrate understanding of key concepts.</p> <ul style="list-style-type: none"> <li>• **Describe how supply and demand influence price and output of products and describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> <li>• **Explain the role specialization in the production and exchange of goods and services and explain how the availability or private and public goods and services is influenced by the global market and government.</li> <li>• **Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community</li> <li>• ** Compare and contrast how the availability of resources affects people across the world differently</li> </ul>	<p>Student demonstrates understanding of key concepts by using them effectively throughout the units taught.</p> <ul style="list-style-type: none"> <li>• **Describe how supply and demand influence price and output of products and describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> <li>• **Explain the role specialization in the production and exchange of goods and services and explain how the availability or private and public goods and services is influenced by the global market and government.</li> <li>• **Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> <li>• **Compare and contrast how the availability of resources affects people across the world differently.</li> <li>• ** Explain the role of money, savings, debt, and investments</li> </ul>	<p>Student independently meets standards and extends understanding through application to real-life situations.</p> <p>Example:</p> <p><b>Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</b></p>

	<p>financial decisions within the community.</p> <ul style="list-style-type: none"> <li>• ** Evaluate the impact of ideas, inventions of prominent figures, examine the qualities of entrepreneurs in a capitalistic society, and explain how creativity and innovation resulted in scientific achievement/ inventions and the development of the communication age and thus the spread of ideas.</li> <li>• ** Compare different regions to determine the role and impact that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> <li>• Explain how key events led to creation of the United States and relate key historical documents to present day government and citizenship.</li> <li>• Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</li> <li>• Determine the significance of the colonies' role in the American Revolution.</li> <li>• Describe how culture is expressed through and influenced by the behavior of people, and explain how an individual's beliefs, values, and traditions may reflect more than one culture, and trace how the American identity evolved over time.</li> </ul>	<ul style="list-style-type: none"> <li>• ** Explain the role of money. Savings, debt, and investment in individuals' lives and recognize the importance of setting long-term goals when making financial decisions within the community</li> <li>• **Evaluate the impact of ideas, inventions and other contributions of prominent figures, and examine the qualities of entrepreneurs in a capitalistic society, and explain how creativity and innovation resulted in scientific achievement, inventions and the development of the communication age and thus the spread of ideas.</li> <li>• ** Compare different regions to determine the role and impact that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> <li>• Explain how key events led to the creation of the United States and relate key historical documents to present day government and citizenship.</li> <li>• Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</li> </ul>	<p>in individuals' lives and recognize the importance of setting long-term goals when making financial decisions within the community.</p> <ul style="list-style-type: none"> <li>• ** Evaluate the impact of ideas, inventions, and other contributions of prominent figures, examine the qualities of entrepreneurs in a capitalistic society, and explain how creativity and innovation resulted in scientific achievement/ inventions and the development of the communication age and thus the spread of ideas.</li> <li>• ** Compare different regions to determine the role and impact that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</li> <li>• Explain how key events led to the creation of the United States and relate key historical documents to present day government and citizenship.</li> <li>• Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government</li> </ul>	
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	<ul style="list-style-type: none"><li>• Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices and describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li><li>• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives and describe why it is important to understand the perspectives of other cultures in interconnected world.</li><li>• Student is unable or rarely able to communicate using acquired vocabulary associated with unit.</li></ul>	<ul style="list-style-type: none"><li>• Determine the significance of the colonies' role in the American Revolution.</li><li>• Describe how culture is expressed through and influenced by the behavior of people, explain how an individual's beliefs, values, and traditions may reflect more than one culture, and trace how the American identify evolved over time.</li><li>• Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices and describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li><li>• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives and describe why it is important to understand the perspectives of other cultures in an interconnected world.</li><li>• Student is beginning to communicates or sometimes communicates using acquired vocabulary associated with unit</li></ul>	<ul style="list-style-type: none"><li>• Determine the significance of the colonies' role in the American Revolution.</li><li>• Describe how culture is expressed through and influenced by the behavior of people, explain how an individual's beliefs, values, and traditions may reflect more than one culture, and trace how the American identify evolved over time.</li><li>• Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices and describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li><li>• Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives and describe why it is important to understand the perspectives of other cultures in an interconnected world.</li><li>• Student communicates using acquired vocabulary associated with unit.</li></ul>	
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*Assessment: work text responses, projects: examples – American Revolution War Map, Stamp: American Revolution Hero, Newspaper Writing, Amer. Rev. Timeline*