4ᵗʰ Grade Social Studies

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q 1	Q 2	Q 3	Q 4
C1— Visual Literacy The student uses critical thinking skills to gather and analyze information from a variety of visuals and create visual representations to demonstrate understanding of Social Studies content.	X	X	X	X
C2—Chronological Reasoning The student uses the critical thinking skills of sequencing, categorizing, and identifying cause and effect relationships when gathering and analyzing information in order to demonstrate chronological understanding of Social Studies content.	X	X	X	X
C3—Process of Historical Inquiry The student uses critical thinking skills to obtain and evaluate information from a variety of sources, answer questions, and communicate their understanding of history in a meaningful form	X	X	X	X
C4—Geographical Inquiry The student uses critical thinking skills to obtain and evaluate information from maps and other geographic tools, pose and answer geographic questions, and communicate their understanding of geographic concepts in a meaningful form.	X	X	X	X
C5— Problem Solving and Decision Making The student demonstrates their ability to use a problem solving and decision making processes as it applies to Social Studies concepts.	X	X	X	X

Learning Progression for Competency 1: Visual Literacy

The student uses critical thinking skills to gather and analyze information from a variety of visuals and create visual representations to demonstrate understanding of Social Studies content.

Developing	Progressing	Proficient	Advanced
Recognizes and identifies visuals as sources that display or illustrate information	Gathers and interpret information primarily from one type of source	Gathers and interprets information from a variety of visuals, such as digital media, news sources, images, graphs, and charts	Meets all Proficient criteria AND…
Identifies key elements from a source such as the author, illustrations, and titles	Examines a visual source to identify, categorize, and prioritize important information	Evaluates information from visuals to make generalizations or predictions, and to make inferences and draw conclusions	Determines the validity of sources based on source information such as the author, purpose of the source, publisher, domain, citations and credits
Explains the purpose specific types of visual	Evaluates a source to make generalizations and predictions about the information provided	Summarizes information gained from a visual including the significance, value, or importance of a visual	Provides multiple supporting visual representations to communicate understanding of the same concept in Social Studies, such as a chart and a graph or a sketch and a model
Restates or recalls information from a visual source	Explains the overall purpose of the source in the form of a generalization	Evaluates how a visual supports an idea or point of view	
	Summarizes information from a visual	Creates original visual representations of information that communicates understanding of various concepts and aspects of social studies	
	Recreates visual representations of information		

Success Criteria for Proficient in Visual Literacy:

The student can:
- make inference and draw conclusion based on information found on a visual.
- summarize information gained from a visual.
- evaluate how a visual supports an idea or point of view.
- recreate a visual representation of information.
- create an original visual representation of information that communicates my understanding of various concepts.
- provide multiple supporting visual representations to communicate my understanding of the same concept in Social Studies, such as a chart, graph, sketch or a model.

Learning Progression for Competency 2: Chronological Reasoning

The student uses the critical thinking skills of sequencing, categorizing, and identifying cause and effect relationships when gathering and analyzing information in order to demonstrate chronological understanding of Social Studies content.

Developing	Progressing	Proficient	Advanced
Order events by sequencing or categorizing based on dates Apply units of time (days, months, years, decades, century, etc.) when studying sources that indicate measures of time Define cause and effect	Recognizes and identified key dates and time periods Interpret information from sources that indicate measures of time Define an era as a significant period of time Identify and describe why specific dates, events, or time periods are significant	Explain cause and effect relationships between events Explain the major characteristics of a given time period Make generalizations regarding the impact of significant turning points and individuals on a time period Explain how time periods are connected to one another	Meets all Proficient criteria AND… Explain how or why specific historical events are grouped into eras Evaluate the degree to which eras or time periods overlap Explain the long term impact of an event(s) over time to make relationships between past events and the present

Success Criteria for Proficient in Chronological Reasoning:

The student can:
- order events by sequencing or categorizing based on dates.
- apply units of time (days, months, years, decades, century, etc.) when studying a simple timeline or calendars.
- explain the significance of a given time period.
- explain how or why specific historical events are grouped into eras.
- interpret information from timelines.
- identify and describe why specific dates, events, or time periods are significant.
- describe the underlying causes or effects of specific events.

- justify the long term impacts of eras across time and place.
- analyze cause and effect relationships between events when studying a timeline.
- explain the major characteristics of specific eras or time periods.
- make generalizations about the impact of significant turning points and individuals on an era.
- explain how eras are connected to one another.
- determine how interpretations of the past (specific events, time periods, or eras) may change over time.

Learning Progression for Competency 3: Process of Historical Inquiry

The student uses critical thinking skills to obtain and evaluate information from a variety of sources, answer questions, and communicate their understanding of history in a meaningful form.

Developing	Progressing	Proficient	Advanced
Defines sources used to obtain information as either primary or secondary sources Identifies key elements from a source such as key terms, author, illustrations, titles Restates information about a source that is vague and does not express the overall message or main idea of the source	Locates primary and secondary sources of information. Utilizes information mainly from secondary sources such as textbooks Examines a source to identify, categorize, and prioritize important information Identifies the point of view of the source based on the author Evaluates a source to make generalizations and predictions about the information provided Summarizes information from a source to state the main idea or the overall message	Gathers information from a variety of sources, both primary and secondary Examines sources by comparing important information such as the points of view of the author or main idea of the sources Identifies points of view in sources that reflects the historical context surrounding an issue or event Evaluates information from sources to make generalizations or predictions, and to make inferences and draw conclusions Summarizes information gained from source(s) in the form of a main ideas Provide evidence from a source or sources to support the main idea	Meets all Proficient criteria AND… Conducts independent research to locate relevant and valid resources; both primary and secondary Determines the validity of sources by corroboration with other sources and information about the author Challenges or defends a point of view on a social studies issue with evidence from sources Justifies a claim or support a conclusion with evidence from sources Summarizes information gained from source(s) in the form of a claim statement or counterclaim

Success Criteria for Proficient in Process of Historical Inquiry:

The student can:
- make inference and draw conclusion based on information found on a visual.
- summarize information gained from a visual.
- evaluate how a visual supports an idea or point of view.
- recreate a visual representation of information.
- create an original visual representation of information that communicates my understanding of various concepts.
- provide multiple supporting visual representations to communicate my understanding of the same concept in Social Studies, such as a chart, graph, sketch or a model.
- identify both primary and secondary sources.
- gather information from a variety of sources , both primary and secondary.
- examine sources to identify key elements from a source such as key terms, author, illustrations, titles.
- compare important information such as the points of view of the author or main idea of the sources.
- identify points of view in sources that reflects the authors views.
- identify points of view in sources that reflects the historical context surrounding an issue or event.
- evaluate information from sources to make generalizations or predictions.
- make inferences or draw conclusions from primary and secondary sources.
- summarize information gained from source(s) in the form of a main idea or claim.
- justify a claim or support a conclusion with evidence from sources.
- conduct independent research.
- challenge or defend a point of view on a social studies issue with evidence from sources as support for a claim or counterclaim.
- support my point of view with evidence as support for a claim or counterclaim.

Learning Progression for Competency 4: Geographical Inquiry

The student uses critical thinking skills to obtain and evaluate information from maps and other geographic tools, pose and answer geographic questions, and communicate their understanding of geographic concepts in a meaningful form.

Developing	Progressing	Proficient	Advanced
Recognizes geographic tools such as maps, globes, and atlases	Gathers and interprets information primarily from maps	Gathers and interprets information from a variety of geographic tools to collect, analyze, and interpret data	Meets all Proficient criteria AND…
Identifies key elements from a map such as the title, legend, compass rose, and scale	Locates important information such as locations and geographic characteristics on maps	Identifies and explains the purpose of a specific type of map or other geographic tool	Summarizes information gained from a map or geographic tools including the overall purpose or significance
Restates or recalls information from a map	Evaluates a geographic information to make generalizations and answer questions		Uses multiple geographic representations of the same location when locating and analyzing geographic information
	Explains the overall purpose of the source in the form of a generalization	Evaluates information from geographic tools to make generalizations or predictions, AND to make inferences and draw conclusions	
	Recognizes that there are other geographic tools that can be used as sources of geographic information	Poses and answers questions about geographic distributions and patterns observed when using geographic tools such as maps	Creates original representations of geographic information that communicates understanding of geographic concepts
	Reproduces or replicates geographic representations of information		

Success Criteria for Proficient in Geographical Inquiry:

The student can:
- make inference and draw conclusion based on information found on a visual.
- summarize information gained from a visual.
- evaluate how a visual supports an idea or point of view.
- recreate a visual representation of information.
- create an original visual representation of information that communicates my understanding of various concepts.
- provide multiple supporting visual representations to communicate my understanding of the same concept in Social Studies, such as a

     chart, graph, sketch or a model.
- recognize geographic tools such as maps, globes, and atlases.
- identify key elements from a map such as the title, legend, compass rose, and scale.
- explain the purpose of a specific type of map or geographic tool.
- restate or recall information from a map or geographic tool.
- make generalizations or predictions about a geographic tool or tools.
- make inferences or draw conclusions from a geographic tool.
- pose and answer questions about the geographic distributions and patterns on a map.
- summarize information gained from a map.
- create my own original representation of map that communicates my understanding.
- observe changes such of geographical distribution or patterns, past and present.
- use multiple images or pictures of the same location when locating and/or analyzing geographic information.

Learning Progression for Competency 5: Problem Solving and Decision Making

The student will demonstrate their ability to use a problem solving and decision-making processes as it applies to Social Studies concepts.

Developing	Progressing	Proficient	Advanced
Identifies a topic or issue that poses a problem or requires a decision	Identifies a topic or issue that poses a problem or requires a decision	Identifies a topic or issue that poses a problem or requires a decision	Recognizes unintended consequences of the option chosen
Takes action based on initial thought	Gathers general information related to the identified topic or issue	Gathers relevant information related to the identified topic or issue	Considers alternative decisions or solutions based on unintended consequences
	List and consider options	List and consider options	Evaluates and ranks the alternative options by considering both advantages and disadvantages
	Chooses an option to implement	Evaluate the advantages and disadvantages of each option	
		Choose an option that is the best solution	Predict outcomes of alternative actions or solutions to the problem
		Create an action plan to implement the solution	Generates additional or alternative options to an observed action currently taking place
		Evaluate the effectiveness of the action plan and solution	

Success Criteria for Proficient in Problem Solving and Decision Making:

The student can:
- identify a topic or issue that poses a problem or requires a decision.
- gather information related to the identified topic.
- list and consider options.
- evaluate the advantages and disadvantages of each option.
- choose an option that is the best solution.
- consider alternative decisions or solutions.
- rank the alternative options by considering the advantages and disadvantages.
- predict the outcomes of my alternative actions or solutions to the problem.