



Roosevelt School District
Report Card Rubric- Social Studies- 4th Grade

Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
4.C2.1	3	Use of primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights. is not relevant, limited, unclear, and/or not evident.	Can somewhat use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights. Questions are somewhat relevant, clear, and/or evident.	Uses primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights. Key concepts: <ul style="list-style-type: none"> • Oppression • Slavery • Slave Trade • Indentured Servitude • The Mayflower Compact • Religious freedom • European treatment of native cultures in the Americas 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
4.E2.1	3	Examinations of concepts of scarcity, choice, opportunity cost, and risk is not relevant, limited, unclear, and/or not evident.	Can somewhat examine concepts of scarcity, choice, opportunity cost, and risk. Examinations are somewhat relevant, clear, and/or evident.	Examines concepts of scarcity, choice, opportunity cost, and risk. Key concepts: <ul style="list-style-type: none"> • Nomadic societies • Sedentary societies • Reasons for European exploration • Triangular Trade • Jamestown settlement • Establishment of colonies 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
4.G1.1	1,2,3	Use and construction of maps and graphs to represent changes in the Americas over time is not relevant, limited, unclear, and/or not evident.	Can somewhat use and construct maps and graphs to represent changes in the Americas over time. Use and construction of	Uses and constructs maps and graphs to represent changes in the Americas over time. Key concepts: <ul style="list-style-type: none"> • Human + Physical features of the Americas • Trade + Exploration routes • Location of civilizations + societies in the 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

**reference your grade specific curriculum map for detailed trimester expectations*

			maps or graphs are somewhat relevant, clear, and/or evident.	<p>Americas including indigenous peoples</p> <ul style="list-style-type: none"> ● Settlement patterns <ul style="list-style-type: none"> ○ Development of New England, Middle, and Southern colonies 	
4.G2.1	1,2,3	Comparisons of the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas is not relevant, limited, unclear, and/or not evident.	<p>Can somewhat compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>Comparisons are somewhat relevant, clear, and/or evident.</p>	<p>Compares the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Theories about peopling of the Americas ● Columbian Exchange ● Treatment of indigenous people ● Triangular Trade ● Searches for trade routes to Asia that led to exploration and settlement of the Americas 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
4.G3.1	1,2,3	Explanation of how the location and use of resources affects human settlement and movement is not relevant, limited, unclear, and/or not evident.	<p>Can somewhat explain how the location and use of resources affects human settlement and movement.</p> <p>Explanations are somewhat relevant, clear, and/or evident.</p>	<p>Explains how the location and use of resources affects human settlement and movement.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Trade ● Mercantilism ● The development of new technologies ● Use of natural resources 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
4.H1.1	1,2,3	Use of a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas is not relevant, limited, unclear, and/or not evident.	<p>Can somewhat use a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>Use of these sources and historical narratives are somewhat relevant, clear, and/or evident.</p>	<p>Uses a variety of multi-genre primary and secondary sources, constructing historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Olmec, Maya, Inca, Aztec, American Indians living in Americas before and after European explorations ● Enslaved and free Africans living in the colonies ● British, French, Dutch, + Spanish explorers and settlers ● 13 colonies 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

<p>4.H3.1</p>	<p>1,2,3</p>	<p>Examinations of how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas are not relevant, limited, unclear, and/or not evident.</p>	<p>Can somewhat examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p> <p>Examinations are somewhat relevant, clear, and/or evident.</p>	<p>Examines how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Olmec, Maya, Inca, Aztec, American Indians living in Americas before and after European explorations ● Influence of colonial governments on: <ul style="list-style-type: none"> ○ Constitutional government ○ Fundamental rights ○ Rule of Law ○ Representative government ○ Voting Rights ○ Separation of Powers ● How enslaved Africans drew upon their Africa past along with elements of new cultures to develop a distinct African-American culture ● Religious tensions in the New England colonies found on religious tolerance ● Ways in which society expresses itself <ul style="list-style-type: none"> ○ Art ○ Music ○ Dance ○ Crafts ○ Writings ● Religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality. 	<p>Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.</p>
----------------------	---------------------	---	---	---	---