

Proficiency Scales

Social Studies
GRADE 4
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

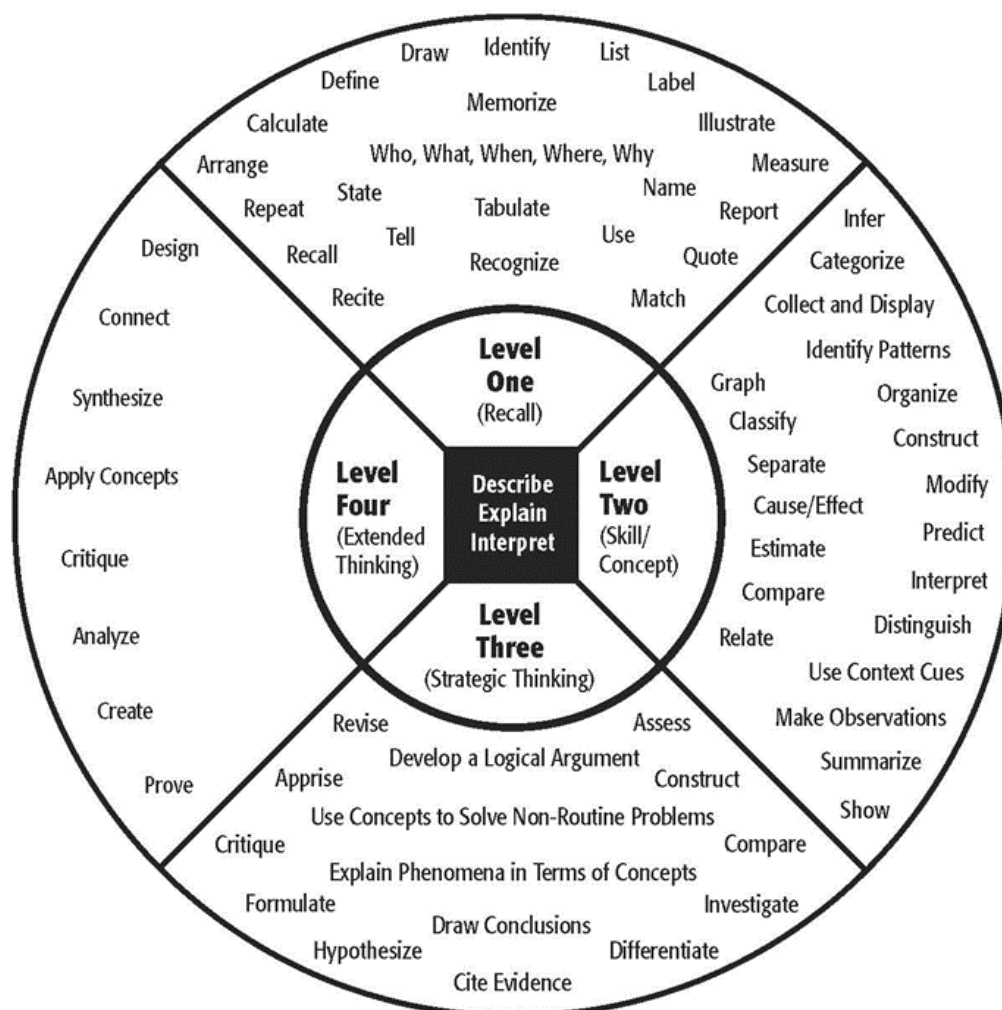
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Social Studies Standards

The social studies standards are more thematic in nature than the standards for other content areas. Thus, you will find that some standards are referenced across grade levels, differentiated by the nature of the knowledge, processes, or products for a particular grade level.

Multiple standards will often be referenced on a proficiency scale for a particular theme and grade level. Some of the accompanying learning targets on the scale are assigned a 3.0 level status, while others are assigned a 2.0 level status. Those at 3.0 level have been prioritized for reporting purposes. The standard code has been noted after each 3.0 learning target.

In addition, fourth and seventh grades study state history. Some of the learning targets in the fourth-grade and seventh-grade proficiency scales are specific to Texas, but application can be made to other states.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

1. Culture

Essential Question: What role does culture play in God's plan for our relationships with others?

Big Idea: Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

2. Time, Continuity, and Change

Essential Question: What role does God play in the development of communities, nations, and the world?

Big Idea: God is active in history and ultimately His unfolding plan will triumph.

3. People, Places, and Environments

Essential Question: How does God respond to man-made changes in the environment and their impact on human life?

Big Idea: The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

4. Individual Development and Identity

Essential Question: What role does choice play in the development of individual identity?

Big Idea: God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

5. Individuals, Groups, and Institutions

Essential Question: What is the role of the Seventh-day Adventist Church?

Big Idea: The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

6. Power, Authority, and Governance

Essential Question: What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

Big Idea: Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

7. Production, Distribution, and Consumption

Essential Question: How does God expect us to use the resources He has provided?

Big Idea: God supplies all of our needs and allows us to choose to be responsible stewards.

8. Science, Technology, and Society

Essential Question: How has God enabled humans to develop science and technology to improve society?

Big Idea: God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

9. Global Connections

Essential Question: How do global issues and connections impact the gospel commission?

Big Idea: God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

10. Civic Ideals and Practices

Essential Question: According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and governments of man?

Big Idea: Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.



Subject: Social Studies		Domain: Culture	Grade: 4
Standards: SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity SS.K-4.C.5 Explain how culture may change in response to changing needs and concerns SS.K-4.C.6 Relate how individuals learn the elements of their culture through interactions with other members of the culture group SS.K-4.C.7 Recall how peoples from different cultures develop different values and ways of interpreting experience SS.K-4.C.8 Identify the influence of Seventh-day Adventist heritage on culture			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Describe the value of both cultural unity and diversity within and across groups (<i>e.g., give examples of how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups; role-play ways in which cultural differences between two or more groups can cause conflict, or can contribute to solving problems</i>) DOK 3 (SS.K-4.C.7) I can tell how cultural unity and diversity within and across groups are important.Identify the influence of Seventh-day Adventist heritage on culture (<i>e.g., report on one area that Seventh-day Adventists have influenced culture such as education, health, or service</i>) DOK 3 (SS.K-4.C.8) I can tell how Seventh-day Adventists have influenced culture.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Behavior, belief, celebration, cohesion, cultural, culture, custom, difference, diversity, ethnic, heritage, institution, racial, regional, religious, similarity, tradition, unity, value</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of peopleExplain how culture may change in response to changing needs and concernsIdentify customs, celebrations, and traditions of various cultural, regional, and		

	local groups (<i>e.g., Cinco de Mayo, Oktoberfest, and Fiesta San Antonio</i>) <ul style="list-style-type: none"> Summarize the contributions of artists of various racial, ethnic, and religious groups in the development of culture (<i>e.g., Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe</i>) Identify different types of institutions that have been established by Seventh-day Adventists (<i>e.g., education, health, and relief</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Time, Continuity, and Change**
Strand: **American Indians in Texas**Grade: **4****Standards:** SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world

SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change

SS.K-4.TCC.3 Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts

SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain the possible origins of American Indian groups in Texas (<i>e.g., use a variety of resources to learn about the origins of American Indian groups in Texas; use artifacts to share your findings with others</i>) DOK 3 (SS.K-4.TCC.3) I can use a variety of resources to help me explain the origins of American Indian groups in Texas.Compare the ways of life of American Indian groups in Texas before European exploration (<i>e.g., create a chart that compares the ways of life of American Indian groups in Texas before European exploration, including such categories as food, clothing, homes, etc.</i>) DOK 3 (SS.K-4.TCC.3) I can compare how American Indian groups in Texas lived before European exploration.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Change, community, cultural, difference, European, exploration, future, history, nation, origin, past, present, region, similarity, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of the past is the story of communities, nations, and the worldIdentify the ways of life of American Indian groups in Texas before European exploration (<i>e.g., Lipan Apache, Karankawa, Caddo, and Jumano</i>)Describe the cultural regions in which American Indians lived (<i>e.g., Gulf, Plains, Puebloan, and Southeastern</i>)	

	<ul style="list-style-type: none"> Locate American Indian groups remaining in Texas (<i>e.g., Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Time, Continuity, and Change**Grade: **4**Strand: **European Exploration and Colonization of Texas****Standards:** SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world

SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change

SS.K-4.TCC.3 Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts

SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world

SS.K-4.TCC.10 Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Summarize motivations for European exploration and settlement of Texas (<i>e.g., economic opportunity, competition, and the desire for expansion</i>) DOK 3 (SS.K-4.TCC.3) I can tell why European explorers settled in Texas.Explain why the Spanish established settlements and Catholic missions in Texas (<i>e.g., use a variety of resources to learn why the Spanish established settlements and Catholic missions in Texas; develop a PowerPoint to share findings with others</i>) DOK 3 (SS.K-4.TCC.3) I can use a variety of resources to help me explain why the Spanish established settlements and Catholic missions in Texas.Explain the Mexican War of Independence's impact on the development of Texas (<i>e.g., create a timeline that includes the sequence of events in Texas after the Mexican War of Independence</i>) DOK 3 (SS.K-4.TCC.10) I can show how the Mexican War of Independence impacted the development of Texas.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Change, community, difference, economic, empresario, European, exploration, explorer, future, historical, history, mission, nation, past, present, settlement, similarity, world</i>	

	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Explain that the study of the past is the story of communities, nations, and the world • Identify the accomplishments and explain the impact of significant explorers on the settlement of Texas, including Cabeza de Vaca, Francisco Coronado, Rene Robert Cavelier, and Sieur de la Salle • Explain when and where the Spanish established settlements and Catholic missions in Texas as well as important individuals • Identify Texas' role in the Mexican War of Independence • Identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martin de Leon, on the settlement of Texas 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Time, Continuity, and Change**

Grade: **4**

Strand: **Texas Revolution, Republic of Texas,
and Annexation of Texas to the U.S.**

Standards: SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world

SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change

SS.K-4.TCC.3 Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts

SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world

SS.K-4.TCC.10 Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Analyze the effects of the Texas Revolution (e.g., *use a variety of resources to analyze the effects of the Texas Revolution; write a report summarizing the findings*) **DOK 3** (SS.K-4.TCC.10)
I can use a variety of resources to analyze the effects of the Texas Revolution.
- Describe the successes and problems of the Republic of Texas (e.g., *establishment of a constitution, economic struggles, and relations with American Indians*) **DOK 3** (SS.K-4.TCC.3)
I can describe the successes and problems of the Republic of Texas.
- Explain the impact of the U.S.-Mexican War (e.g., *write and enact role-plays which portray the impact of the U.S.-Mexican War*) **DOK 3** (SS.K-4.TCC.10)
I can explain the impact of the U.S.-Mexican War.

Score
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- Annexation, change, community, difference, future, historical, history, nation, organization, past, point of view, present, republic, similarity, state, United States, world*

The student will perform basic processes, such as:

- Explain that the study of the past is the story of communities, nations, and the

	<p>world</p> <ul style="list-style-type: none"> • Identify the causes and major events of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto • Summarize the significant contributions of individuals during the Texas Revolution (e.g., <i>William B. Travis, James Bowie, David Crockett, Juan N. Seguin, Placido Benavides, Jose Francisco Ruiz, Antonio Lopez de Santa Anna, Susanna Dickinson, and Enrique Esparza</i>) • Identify leaders important to the founding of Texas as a republic and state, including Jose Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones • Describe the organizations of the Republic of Texas (e.g., <i>Texas Rangers</i>) • Explain the events that led to the annexation of Texas to the United States 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Time, Continuity, and Change		Grade: 4
		Strand: Last half of 19th Century and 20th Century in Texas		
Standards: SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world SS.K-4.TCC.9 Trace how the origins of the Seventh-day Adventist church are threaded throughout history SS.K-4.TCC.10 Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future				
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught			
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	The student will: <ul style="list-style-type: none">Describe the political, economic, and social impacts of the Civil War and Reconstruction on Texas during the last half of the 19th century (<i>e.g., cattle industry, railroad industry, and American Indian life</i>) DOK 3 (SS.K-4.TCC.10) I can describe the effects of the Civil War and Reconstruction on Texas.Explain the impact of various events on life in Texas during the 20th century (<i>e.g., Great Depression, Dust Bowl, and World War II</i>) DOK 3 (SS.K-4.TCC.10) I can explain the impact of different events on life in Texas during the 20th century.Trace how the origins of the Seventh-day Adventist church are threaded throughout history (<i>e.g., create a timeline that identifies key events in the development of the Seventh-day Adventist church in relationship to key events in history</i>) DOK 3 (SS.K-4.TCC.10) I can show the relationship between the history of the Seventh-day Adventist church and other events in history.			
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Change, community, century, difference, economic, future, historical, history, industrialization, nation, past, political, present, similarity, social, urbanization, world</i>			

	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Explain that the study of the past is the story of communities, nations, and the world • Explain the growth, development, and impact of the cattle industry (e.g., <i>contributions made by Charles Goodnight, Richard King, and Lizzie Johnson</i>) • Explain the effects of the railroad industry on life in Texas, including changes to cities and major industries • Explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo • Explain the impact of notable individuals on life in Texas during the 20th century (e.g., <i>Audie Murphy, Cleto Rodriguez, Bessie Coleman, and other local individuals</i>) • Explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins • Identify key events in the development of the Seventh-day Adventist church 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **People, Places, and Environments**Grade: **4**

Standards: SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings
SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments
SS.K-4.PPE.6 Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live
SS.K-4.PPE.7 Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living
SS.K-4.PPE.11 Compare and contrast benefits and problems resulting from the discovery and use of resources
SS.K-4.PPE.12 Discuss the Christian's responsibility for the Earth's environment and its resources

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Compare the physical regions of Texas, including Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains (*e.g., create illustrations of the different regions of Texas*) **DOK 3** (SS.K-4.PPE.3)
I can compare the physical regions in Texas.
- Identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods (*e.g., develop a table to compare population data for the state in the present and past; explain patterns of settlement*) **DOK 3** (SS.K-4.PPE.6, 7)
I can identify and explain patterns of settlement in Texas at different time periods.
- Compare the positive and negative consequences of human modification of the environment in Texas, past and present, including the discovery and use of resources (*e.g., use a variety of resources to create a chart that compares the positive and negative consequences of human modification of the environment in Texas*) **DOK 3** (SS.K-4.PPE.11)
I can compare the positive and negative consequences of human modification of the environment in Texas.

Score
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- *Adapted, community, consequence, cultural, custom, distribution, environment,*

	<p><i>geographic, geospatial technologies, migration, modified, modification, modified, settlement, pattern, physical region, population, regional, resource, settlement, state</i></p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings • Identify, locate, and describe the physical regions of Texas (<i>e.g., Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains</i>), including their characteristics (<i>e.g., landforms, climate, vegetation, and economic activities</i>) • Explain the geographic factors (<i>e.g., landforms and climate</i>) that influence patterns of settlement and the distribution of population in Texas, past and present • Explain the cultural factors (<i>e.g., changes in customs or ideas and the ways people make a living</i>) that influence patterns of settlement and the distribution of population in Texas, past and present • Describe ways people have adapted to and modified their environment in Texas, past and present (<i>e.g., timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams</i>) • Explain reasons why people have adapted to and modified their environment in Texas, past and present (<i>e.g., use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities</i>) • Explain the Christian's responsibility for the Earth's environment and its resources 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Individual Development and Identity** Grade: **4**

Standards: SS.K-4.IDI.1 Discuss how the study of individual development and identity helps us know who we are and how we change
 SS.K-4.IDI.5 Compare the biblical account of the beginning of civilization to that of the evolutionary viewpoint
 SS.K-4.IDI.13 Discuss how people's interactions with their social and physical surroundings influence individual identity and growth
 SS.K-4.IDI.14 Outline how individual choices are influenced by personal and social factors
 SS.K-4.IDI.15 Identify people, groups, and institutions that contribute to development
 SS.K-4.IDI.16 Embrace and cultivate a personal relationship with Christ

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze how individual choices are influenced by personal and social factors (e.g., <i>identify a recent choice and analyze the personal and social factors that influenced the decision</i>) DOK 3 (SS.K-4.IDI.14) I can tell how personal and social factors influenced a choice I made. Compare the biblical account of creation to the evolutionary viewpoint (e.g., <i>compose a compare/contrast essay on creation vs evolution</i>) DOK 3 (SS.K-4.IDI.5) I can compare creation and evolution. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Identity, institution, physical, personal, social</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that the study of individual development and identity helps us know who we are and how we change Explain how people's interactions with their social and physical surroundings influence individual identity and growth Identify people, groups, and institutions that contribute to development (e.g., <i>friends, clubs such as Pathfinders, church, and school</i>) Summarize the key components of an Adventist worldview (e.g., <i>creation, fall, redemption, re-creation</i>) Develop a personal relationship with Christ 	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Individuals, Groups, and Institutions**Grade: **4****Standards:** SS.K-4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced

SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms

SS.K-4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics

SS.K-4.IGI.8 Participate in age-appropriate outreach and service projects

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Identify and describe examples of tensions between and among individuals, groups, and institutions (*e.g., write a paragraph to describe tensions between two community groups*) **DOK 3** (SS.K-4.IGI.5)
I can describe tensions between and among individuals, groups, and institutions.
- Explore how membership in more than one group is natural but may cause internal conflicts or cooperation (*e.g., identify individuals that belong to two similar groups, such as two sports teams, and interview them to explore examples of conflicts or cooperation*) **DOK 3** (SS.K-4.IGI.5)
I can tell how membership in more than one group may cause conflict or cooperation.

Score
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- Competition, cooperation, institution, role, service*

The student will perform basic processes, such as:

- Explain that people belong to groups and institutions that influence them and by which they are influenced
- Explain how individuals, groups, and institutions share common elements and also have unique characteristics
- Describe interactions between and among individuals, groups, and institutions
- Participate in age-appropriate outreach and service projects

Score
1.5

Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Power, Authority, and Governance**Grade: **4****Standards:** SS.K-4.PAG.1 Justify how rules and laws can serve to support, order, and protect individual rights

SS.K-4.PAG.5 Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state

SS.K-4.PAG.6 Show how the Ten Commandments relate to governmental laws

SS.K-4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity

SS.K-4.PAG.10 Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Examine fundamental values of democracy, such as the common good, liberty, justice, equality, and individual dignity (<i>e.g., examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society; examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity</i>) DOK 3 (SS.K-4.PAG.7) I can describe fundamental values of democracy.Identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (<i>e.g., fundamental ideas such as rule of law, separation of powers, checks and balances, minority rights, and separation of church and state</i>) DOK 3 (SS.K-4.PAG.5) I can identify fundamental ideas of democracy in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.Show how the Ten Commandments relate to governmental laws (<i>e.g., create a chart that includes the Ten Commandments with examples of laws that align with each Commandment</i>) DOK 3 (SS.K-4.PAG.6) I can show how the Ten Commandments relate to governmental laws.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Bill of Rights, branches of government, checks and balances, colonial, common good, constitutional, Declaration of Independence, democracy, equality, governed, government, governmental, individual dignity, justice, liberty, minority rights, rule of law, separation of church and state, separation of powers, Ten Commandments, U.S. Constitution</i>	

	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Explain the purpose for rules and laws in the home, school, and community (<i>e.g., establish order, provide security, and manage conflict</i>) • Compare how various American Indian groups governed themselves (<i>e.g., the Caddo and the Comanche</i>) • Compare characteristics of the Spanish colonial government and the early Mexican governments in Texas • Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution • Identify and explain the basic functions of the three branches of government according to the Texas Constitution (<i>e.g., executive, legislative, and judicial</i>) • Explain how God has ultimate control and protection over human affairs, and identify the ways He has led in the past 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Production, Distribution, and Consumption** Grade: **4**

Standards: SS.K-4.PDC.8 Identify various organizations such as banks and businesses that help people achieve their individual economic goals
SS.K-4.PDC.10 Describe the characteristics of a market economy
SS.K-4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Describe the development of the free enterprise system in Texas (<i>e.g., the growth of cash crops by early colonists and the railroad boom</i>) DOK 3 (SS.K-4.PDC.10) I can describe the development of the free enterprise system in Texas.Analyze factors that have influenced the location, development, and growth of economic activities in Texas (<i>e.g., exploration, immigration, migration, and limited resources; geographic factors such as climate and natural resources; developments in transportation and communication</i>) DOK 3 (SS.K-4.PDC.11) I can analyze factors that have influenced the location, development, and growth of economic activities in Texas.Investigate production, distribution, and consumption of goods and services in the school and community (<i>e.g., invent a new product and organize a classroom or individual business that markets that product to classmates or the community; make a collage of work roles in the community</i>) DOK 3 (SS.K-4.PDC.10) I can apply what I know about the free enterprise system to develop and market a product in my school or community.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Consumption, distribution, economic, free enterprise system, goods, government, market economy, production, services, supply and demand</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants (<i>e.g., farming, trading, and hunting</i>)Explain the economic activities early settlers to Texas used to meet their needs and wants	

	<ul style="list-style-type: none"> • Describe how the free enterprise system works, including supply and demand • Identify examples of the benefits of the free enterprise system (<i>e.g., choice and opportunity</i>) • Identify how people in different regions of Texas earn their living, past and present • Identify organizations that help people achieve their individual economic goals (<i>e.g., banks and businesses</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Science, Technology, and Society**

Grade: **4**

Standards: SS.K-4.STS.1 Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks
SS.K-4.STS.7 Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives (<i>e.g., research, design, and present a project including a report and illustrations or a model showing the positive and negative aspects of the uses of technology in the school or local community; compare and contrast projects</i>) DOK 3 (SS.K-4.STS.7) <p>I can use information sources to show the positive and negative impacts of technology in my school or community.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Globe, innovation, inventor, natural, science, scientific, scientist, society, technology, tool, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks Identify famous inventors and scientists and their contributions (<i>e.g., Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford</i>) Describe how scientific discoveries and innovations (<i>e.g., in aerospace, agriculture, energy, and technology</i>) have benefited individuals, businesses, and society in Texas Identify problems or issues related to developments in science and technology 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Social Studies**Domain: **Global Connections**Grade: **4**

Standards: SS.K-4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel
SS.K-4.GC.4 Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging
SS.K-4.GC.6 Evaluate how the pace of global change has quickened in recent times
SS.K-4.GC.7 Discuss and analyze the unique message and mission of the Seventh-day Adventist church

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging (<i>e.g., write a compare and contrast essay on how some global issues have persisted over time while others are more contemporary; examine issues that impact people in different parts of the world and move beyond local borders to affect other parts of the world; examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world</i>) DOK 3 (SS.K-4.GC.4) I can compare and contrast how some global issues have lasted over time while others are more recent.Evaluate how the pace of global change has quickened in recent times (<i>e.g., use a variety of media to create a chart that identifies the determiners of global change in recent times</i>) DOK 3 (SS.K-4.GC.6) I can evaluate how the pace of global change has quickened in recent times.Analyze the unique message and mission of the Seventh-day Adventist church in the context of global connections (<i>e.g., examine the cross-cultural outreach of the Seventh-day Adventist church to determine the purpose and outcomes</i>) DOK 3 (SS.K-4.GC.7) I can analyze the mission of the Seventh-day Adventist church.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Connection, cultural exchange, economic, global, mission, political, rights, technology, trade, travel, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that we connect with people and places around the world in many	

	<p>different ways (<i>e.g., cultural exchange, trade, political, economic, and travel</i>)</p> <ul style="list-style-type: none"> • Identify global issues that have persisted over time as well as those that are more contemporary or emerging • Identify the ways in which technology affects global connections • Identify what rights are fundamental for humans in all parts of the world • Explain the mission of the Seventh-day Adventist church (<i>e.g., God's Great Commission for worldwide mission and the Second Advent</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Civic Ideals and Practices**Grade: **4**

Standards: SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together

SS.K-4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals

SS.K-4.CIP.5 Discuss the importance of gathering information as the basis for informed civic action

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain how individuals can participate voluntarily in civic affairs at state and local levels (<i>e.g., respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects</i>) DOK 3 (SS.K-4.CIP.3) I can tell how people can participate voluntarily in civic affairs at state and local levels.Gather information as the basis for informed civic action (<i>e.g., evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position; develop a position on a school or local issue, and defend it with evidence; write reports, letters, or brief position statements to describe an issue, actions to address it, and reasons for supporting a particular position over others</i>) DOK 3 (SS.K-4.CIP.5) I can gather information that will help in making civic decisions.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Appointed, civic, cooperating, decision-making, democratic, elected, election, government, historical, ideals, information, informed, issue, landmark, leadership, national, participation, patriotic, planning, practices, society, symbol, voluntarily, voting</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of civic ideals and practices help us know how we can influence the way people live and act togetherExplain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto	

	<p>Monument</p> <ul style="list-style-type: none"> • Sing or recite “Texas, Our Texas” • Recite and explain the meaning of the Pledge to the Texas Flag • Describe the origins and significance of state celebrations (e.g., <i>Texas Independence Day and Juneteenth</i>) • Identify important individuals who have participated voluntarily in civic affairs at state and local levels (e.g., <i>Adina de Zavala and Clara Driscoll</i>) • Explain the duty of the individual in state and local elections (e.g., <i>being informed and voting</i>) • Identify the importance of historical figures and important individuals who modeled active participation in the democratic process (e.g., <i>Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. Gonzalez, Wallace Jefferson, and other local individuals</i>) • Explain how to contact elected and appointed leaders in state and local governments • Identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States • Identify leadership qualities of state and local leaders, past and present 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	