

Priority Standard: 4.TS.7.A.b Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can . . . • Define artifact • Identify artifacts • Identify characteristics of those artifacts • Share information with peers about artifacts • Draw conclusions about the significance of artifacts • Present information about a social studies' topic based on artifacts 	
<p>Common Student Misconceptions/Mistakes</p>	<p>Failing to contextualize the artifacts - viewing them through a modern lens instead of a historical lens</p> <p>Sharing information that does not connect the artifact to the topic</p> <p>Not supporting analysis with evidence beyond observation</p>	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can identify artifacts, draw conclusions about the significance of artifacts, analyze and use artifacts to present information on social studies' topics independently and consistently.</p>	<p>A student who is approaching mastery may identify artifacts, draw conclusions about artifacts, and use artifacts to share information about the topic inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may not yet identify artifacts or draw conclusions about them or may not yet share information about the topic.</p>
<p>Evidence of Mastery</p>	<p>Graphic organizer</p> <p>Participate in a round robin discussion</p> <p>Oral presentation with artifacts</p>	

	Making a model of an artifact with analysis cards
Previous Level what students who are struggling at a 1 might need to revisit	Discuss what artifacts are Practice presentation skills with sentence starters and discussion Identify artifacts in the home
Next Level What students will do if they have consistently mastered the standard	Compare and contrast different artifacts across time periods or cultures Create a timeline of artifacts

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Identify artifacts Draw conclusions about the significance of artifact Analyze artifacts Use artifacts to present information on social studies' topics. Complete this independently and consistently. 	<ul style="list-style-type: none"> Identify artifacts Draw conclusions about artifacts Use artifacts to share information about the topic May meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> May not yet identify artifacts or draw conclusions about them May not yet share information about the topic.

Priority Standard: 4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.

Learning Targets

- I can . . .
- Identify visual tools
- Identify key features or visual aspects of the tool
- Read informational text to support interpreting visual tools
- Interpret visual tools
- Draw conclusions about visual tools
- Make predictions about visual tools
- Communicate information and ideas about visual tools

Common Student Misconceptions/Mistakes

Not supporting analysis with evidence beyond observation
 Drawing inaccurate conclusions
 Make unrealistic predictions
 Focuses on a single aspect or feature of the visual tool instead of looking at all components
 Sharing information that does not connect to the visual tool and informational text

Meeting Expectations

A student who has mastered this standard can identify visual tools and key features of the tool, draw conclusions about the visual tool, and communicate information about the visual tools consistently with guidance and support, as needed.

Approaching Expectations

A student who is approaching mastery can identify visual tools and key features of the tool, and communicate information about the visual tools or may meet the standard inconsistently or with teacher guidance and support.

Beginning to Learn

The Beginning to Learn student may not yet be able to identify visual tools and their key features, or may not yet be able to communicate information about the visual tools.

Evidence of Mastery

Use multiple visual tools to communicate information and ideas.

<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Review various visual tools: maps, diagrams, timelines Practice presentation skills with sentence starters and discussion</p>
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Creating a visual tool to communicate information.</p>

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> ● Identify key features of visual tools ● Interpret visual tools ● Draw conclusions about visual tools ● Make predictions about visual tools ● Communicate information and ideas about visual tools ● Complete with teacher guidance and support as needed 	<ul style="list-style-type: none"> ● Identify visual tools and key features of visual tools ● Communicate information and ideas about visual tools ● May meet the standard inconsistently with teacher guidance and support. 	<ul style="list-style-type: none"> ● May not yet be able to identify visual tools and their key features ● May not yet be able to communicate information about the visual tools.

<p>Priority Standard: 4.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.</p>	
<p>Learning Targets</p>	<ul style="list-style-type: none"> ● I can . . . ● Distinguish among different types of visual tools ● Define the characteristics of different types of visuals

	<ul style="list-style-type: none"> • Choose the appropriate visual tool for a specific purpose • Identify key information to include in a visual tool • Label key aspects of visual tools to demonstrate understanding (such as map keys, headings, vocabulary terms) • Create a map (graph/timeline/chart/model/diagram) to communicate information • Explain/discuss the details of my visual tool 	
<p align="center">Common Student Misconceptions/Mistakes</p>	<p>Including too many details instead of key information for the visual tool/ including too little information</p> <p>Tool is labeled incorrectly or missing labels</p> <p>Difficulty explaining the what the tool shows</p> <p>Choosing a tool that is not the best tool for the content</p>	
<p align="center">Meeting Expectations</p>	<p align="center">Approaching Expectations</p>	<p align="center">Beginning to Learn</p>
<p>A student who has mastered this standard can distinguish among types of visual tools, choose appropriate visual tools for various purposes, identify and label key information, and create products such as maps, graphs, timelines, charts, models, diagrams, etc., and explain the information presented in the tool independently and consistently.</p>	<p>A student who is approaching mastery may choose an appropriate visual tool and create a tool but may not yet fully explain the purpose or information in the tool or may have too few or too many details in the tool or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may create a tool, but may not yet choose an appropriate tool or be able to explain information using the tool or may need substantial teacher support to create the tool.</p>
<p align="center">Evidence of Mastery</p>	<p>Student creates a timeline to express chronology of events</p> <p>Student creates a graph to compare and contrast economic trends</p>	

	Student creates a map to show the expansion of the United States over time
Previous Level what students who are struggling at a 1 might need to revisit	Review examples of visual tools and discuss the important characteristics Identify key aspects of different tools Interpret visual tools and explain what it represents.
Next Level What students will do if they have consistently mastered the standard	Able to present their tools and their reasoning for why they chose the tool and how it displays their understanding of the content Research the topic to include additional information on the topic Make connection between tools and their information

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> distinguish among types of visual tools choose appropriate visual tools for various purposes identify and label key information create products such as maps, graphs, timelines, charts, models, diagrams, etc. explain the information presented in the tool independently and consistently 	<ul style="list-style-type: none"> choose an appropriate visual tool create a tool may not yet fully explain the purpose or information in the tool may have too few or too many details in the tool may meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> may create a tool may not yet choose an appropriate tool or may not be able to explain information using the tool may need substantial teacher support to create the tool

Priority Standard: 4.TS.7.E.a Generate compelling research questions about a social studies topic

Learning Targets

- I can . . .
- choose a social studies topic for research.
- define the characteristics of a compelling question
 - focus on the “big idea” of a unit of instruction
 - intellectually challenging
 - address problems and solutions found within social studies topics
 - generally have no one “right” answer
 - must be argued with evidence in order to answer the question,
- review provided artifacts and sources to learn more on the chosen topic
- Write a compelling question with teacher support

Common Student Misconceptions/Mistakes

Inability to define a compelling question
 Creating closed or single answer questions or off-topic questions
 Question is too broad or narrow
 Question is not researchable
 Students create a question not based on a social studies topic

Meeting Expectations

A student who has mastered this standard can define the characteristics of a compelling question independently, generate compelling research questions about a social studies topic consistently (may do with teacher support)

Approaching Expectations

A student who is approaching mastery may be able to define the characteristics of a compelling question with support but may not yet generate a compelling research

Beginning to Learn

The Beginning to Learn student may be able to define the characteristics with substantial teacher support but may not yet generate questions on a social studies topic.

	question on a social studies topic even with teacher support.	
Evidence of Mastery	Students can write one compelling question that can be debated about a social studies topic. Example: Was the American Revolution avoidable?, Was King George III a good leader?, Was the Revolutionary War an act of treason?, What inspires a revolution?	
Previous Level what students who are struggling at a 1 might need to revisit	Students can distinguish between a compelling question and a non-compelling question. Students can write a question.	
Next Level What students will do if they have consistently mastered the standard	Can write two to three compelling questions on a social studies topic.	

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
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<ul style="list-style-type: none"> ● define the characteristics of a compelling question independently ● generate compelling research questions about a social studies topic consistently with teacher support 	<ul style="list-style-type: none"> ● may be able to define the characteristics of a compelling question with support ● may not yet generate a compelling research question on a social topic even with teacher support 	<ul style="list-style-type: none"> ● may be able to define the characteristics with substantial teacher support ● may not yet generate questions on a social studies topic
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Priority Standard: 4.TS.7.F.a Research an appropriate social studies' question and share results with an audience. 4.TS.7.F.a

<p>Learning Targets</p>	<ul style="list-style-type: none"> ● I can . . . ● Use a variety (3 or more) of sources to gather information on a social studies topic ● Provide evidence to support my argument ● Organize, draw conclusions and interpret the research information to support my argument ● Share the results using a visual tool (GoogleSlides, Video, Poster, etc.)
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> ● Provides insufficient or irrelevant evidence for argument ● Only states opinion without providing evidence to justify argument ● Interprets resources inaccurately ● Presentation does not connect back to the compelling question

Meeting Expectations	Approaching Expectations	Beginning to Learn
<p>A student who has mastered this standard can research an appropriate social studies' question, uses at least three sources to gather information, organize, draw conclusions and interpret research to support their argument, and share results with an audience using a visual tool independently and consistently.</p>	<p>A student who is approaching mastery may research an appropriate social studies' question, using 1-2 sources to gather information. May need teacher support to organize, draw conclusions and interpret research to support their argument, and share results with an audience using a visual tool or may meet the standard inconsistently.</p>	<p>The Beginning to Learn student may research an appropriate social studies' question but lacks relevant support to gather information. May need substantial support to organize, draw conclusions and interpret research to support their argument, and share results with an audience using a visual tool.</p>
<p>Evidence of Mastery</p>	<p>Share (multimedia or written) their argument and research with an audience.</p>	
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Research skills (what is a credible source, internet searching, using subtitles, index, table of contents, glossary) Use teacher selected resources Identify main idea and supporting details</p>	
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Address opposing viewpoints/arguments.</p>	

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
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<ul style="list-style-type: none">● research an appropriate social studies' question● uses at least three sources to gather information● organize, draw conclusions and interpret research to support their argument● share results with an audience using a visual tool independently and consistently.	<ul style="list-style-type: none">● research an appropriate social studies' question● uses 1-2 sources to gather information● may need teacher support to organize, draw conclusions or interpret research to support their argument● share results with an audience using a visual tool● may meet the standard inconsistently.	<ul style="list-style-type: none">● Not yet able to identify sources to gather information● Needs substantial teacher support to organize, draw conclusions or interpret research● Not yet able to share results with an audience
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