

4th Grade SPARK: Adventures in Space and Time

Science and Social Studies Investigations

Content and Critical Thinking: Evidence of Growing Knowledge

Inquiry	 Ground School	 Going for Altitude	 Full Throttle!	 Afterburner!
Who . . . made this discovery, invented this, had this idea? Every good story, fiction or nonfiction, surrounds someone readers or the audience care about because of the author's craft.	Provides no clear evidence about the major leaders, experts, or people affected by the topic.	Provides basic answers about people involved in the topic, although details may be open to question or unconvincing.	Provides interesting answers about the people involved in the topic with solid supporting details.	Provides outstanding details and "Oh, wow!" connections to people involved or affected by the topic.
What . . . is it all about, what were they trying to do? Every good story, fiction or nonfiction, needs action.	Provides no clear evidence or detailed information about events related to the topic.	Provides basic answers about what happened, although details may be open to question or unconvincing.	Provides interesting answers to the action or event with solid supporting details.	Provides outstanding details and "Oh, wow!" connections to the action or event.
When . . . did this happen? What happened before this happened, and what happened after? Most stories need to be set in time so readers know what to expect about the technology and ideas of the era.	Provides no clear evidence or detailed information about the time or sequence of events	Provides basic answers about the timeframe, although details may be open to question or unconvincing.	Provides interesting answers about time or era with solid supporting details.	Provides outstanding details and "Oh, wow!" connections to time or era.
Where . . . did this happen, did they travel, is this object or place located on a map? Most readers and audiences want a physical setting or sense of place .	Provides no clear evidence or detailed information about the location or environment.	Provides basic answers about location, although details may be open to question or unconvincing.	Provides interesting answers about location with solid supporting details.	Provides outstanding details and "Oh, wow!" connections to the location or environment.
Why . . . did or does this happen? Action entertains, but the why of the plot or cause-and-effect is where learning occurs and a satisfying story emerges.	Provides no clear evidence or detailed information about cause and effect.	Provides basic answers about cause-and-effect, although details may be open to question or unconvincing.	Provides interesting answers about cause-and-effect with solid supporting details.	Provides outstanding details and "Oh, wow!" cause-and-effect connections.
How . . . do I know all of this information? Where did I get my information so interested viewers can find out more?	Provides no detailed information about sources.	Provides a list of search engines-- "Google," "DISCUS," or underlined links, or has one source as the basis for all research.	Provides 2 or 3 clearly-identified sources using academic expectations (author, title, publisher, date).	Provides 4 or more well-identified sources from a variety of media; identifies <u>what</u> came from <u>which</u> source.

Observations, Appreciations, Challenges, and Suggestions on the other side.

Student _____ Topic/Issue _____

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