

# Content Standard in Social Sciences: Grade 4

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

## *(Oregon History)*

| 4.1                  | HISTORY  |
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| HISTORICAL KNOWLEDGE |  |
| 4.1.H.1              | Identify and describe historic Native American Indian groups that lived in Oregon and along major Westward migration routes prior to contact with Europeans and at the time of early European explorations, including ways these groups adapted to and interacted with the physical environment. |
| 4.1.H.2              | Explain how key individuals and events influenced the early growth and changes in Oregon.  |
| 4.1.H.3              | Give examples of changes in Oregon's agricultural, industrial, political and business development over time.   |
| 4.1.H.4              | Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries.   |
| HISTORICAL THINKING  |  |
| 4.1.H.5              | Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.   |
| 4.1.H.6              | Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.   |
| 4.1.H.7              | Identify and use primary and secondary sources to create or describe a narrative about events in Oregon history.   |
| 4.2                  | GEOGRAPHY  |
| 4.2.G.1              | Use geographical tools (e.g., maps, GPS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.   |
| 4.2.G.2              | Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.  |
| 4.2.G.3              | Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.  |
| 4.2.G.4              | Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.   |
| 4.2.G.5              | Explain how people in Oregon have modified their environment and how the environment has influenced peoples' lives.  |
| 4.2.G.6              | Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.   |
| 4.2.G.7              | Describe and demonstrate personal responsibilities to show respect for God's creations.  |
| 4.3                  | CIVICS AND GOVERNMENT  |
| 4.3.CG.1             | Explain the organization and functions of Oregon government.   |
| 4.3.CG.2             | Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).  |
| 4.3.CG.3             | Explain the process of Oregon statehood.   |
| 4.3.CG.4             | Participate in community service as a response/call to live out our Catholic faith.  |
| 4.4                  | ECONOMICS/FINANCIAL LITERACY   |
| 4.4.EFL.1            | Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.   |
| 4.4.EFL.2            | Identify key industries of Oregon.   |
| 4.5                  | SOCIAL SCIENCES ANALYSIS   |
| 4.5.SSA.1            | Compare and contrast eyewitness and secondhand accounts of an event.   |
| 4.5.SSA.2            | Describe the sequence of events in given current and historical accounts   |
| 4.5.SSA.3            | Analyze historical accounts related to Oregon to understand cause-and-effect.  |

# Social Sciences

## CORE STANDARDS

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences Analysis, civic responsibility and engagement, understanding global relationships, enhanced communication using appropriate social studies vocabulary, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### HISTORY (H)

1. Analyze and apply cause and effect relationships to a variety of historical issues, events and problems.
2. Analyze and apply change and continuity relationships to a variety of historical issues, events, and problems.
3. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources.
4. Interpret historical perspectives through personal, local, state, tribal, national, and global narratives.

### GEOGRAPHY (G)

5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.
6. Analyze economic, social, human migration, settlement, and distribution patterns.
7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
8. Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments.
9. Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth's sustainability.

### CIVICS AND GOVERNMENT (CG)

10. Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national, and global communities.
11. Engage in informed and respectful deliberation of local, state, tribal, national, and global issues.
12. Analyze the structure and functions of political parties, interest groups, and the mass media and their effect on the political beliefs and behaviors of citizens.
13. Evaluate the contributions of early governments to the development of modern United States government.
14. Evaluate the various functions and processes of governments and their impact on societies and citizens, comparing and contrasting various government designs to evaluate how they serve their citizens.

15. Identify defining documents and speeches of United States government and the specific purpose and significance of each.
16. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

### ECONOMICS (E)

17. Examine the structure and functions of the US economy to analyze the impact of systemic decisions on personal, local, regional, national and global economies.
18. Examine the interdependence of economic systems and institutions and its effects upon individual, local, regional, national, and global decision-making.
19. Examine economic growth and use economic indicators to evaluate the condition of market systems.
20. Explain how changes in economic markets are related to availability of resources, production, distribution, and technological developments.
21. Analyze the allocation of scarce resources through individual choice, market interaction, and public policy.

### FINANCIAL LITERACY (FL)

22. Acquire the knowledge and economic reasoning skills to make sound personal financial decisions to meet long and short term goals.
23. Understand and apply key concepts of personal income potential, risk management, and investment.
24. Examine individual responsibility and the impact of decisions on personal, local, regional, national and global economies.

### SOCIAL SCIENCES ANALYSIS (SSA)

25. Define and clarify an issue so that its dimensions are well understood.
26. Acquire, organize, analyze and evaluate information from primary and secondary sources.
27. Describe various perspectives on an event or issue and the reasoning behind them.
28. Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.
29. Identify, compare, and evaluate outcomes, responses, or solutions; then reach an informed and supported conclusion.