

# Social Studies

GRADE 4

## STANDARD 1

### History

*The student uses materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of the United States and the world.*

To meet this standard, the student will:

**Benchmark 4.1.1: Chronology: Construct time lines to demonstrate an understanding of units of time and chronological order**

**Indicator:**

- 4.1.1.1 Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in US history

**Benchmark 4.1.2: Settlement: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict**

**Indicators:**

- 4.1.2.1 Describe the earliest settlements in the United States including those of prehistoric peoples
- 4.1.2.2 Explain the causes and effects of the frontier wars of the 1790s on American Indians in the United States

**Benchmark 4.1.3: Growth: Explain how new developments led to the growth of the United States**

**Indicators:**

- 4.1.3.1 Explain how states in the US progressed from territory to statehood
- 4.1.3.2 Explain how canals and railroads changed settlement patterns, the economic and political status in the United States
- 4.1.3.3 Explain the importance of famous inventors in the US.

*Key: 1 Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

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## STANDARD 2

### People in Societies

*The student will use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.*

To meet this standard, the student will:

**Benchmark 4.2.1: Cultures: Compare practices and products of North American cultural groups**

**Indicator:**

- 4.2.1.1 Describe the cultural practices and products of various groups who have settled in the US over time:
- American Indians
  - European immigrants
  - Amish and Appalachian populations
  - African-Americans
  - Recent immigrants from Africa, Asia and Latin America

**Benchmark 4.2.2: Interaction: Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other**

**Indicators:**

- 4.2.2.1 Describe the impact of the expansion of European settlements on American Indians.
- 4.2.2.2 Explain the reasons people came to the US including:
- Opportunities in agriculture, mining and manufacturing
  - Family ties
  - Freedom from political and religious oppression

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## STANDARD 3

### Geography

*The student will use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.*

To meet this standard, the student will:

**Benchmark 4.3.1: Location: Use map elements or coordinates to locate physical and human features of North America.**

**Indicators:**

- 4.3.1.1 Use a linear scale to measure the distance between places on a map
- 4.3.1.2 Use cardinal and intermediate directions to describe the relative location of places
- 4.3.1.3 Describe the location of states of the US in relation to other states and countries
- 4.3.1.4 Use maps to identify the location of major physical and human features of the US including:
  - a. Rivers
  - b. Plains
  - c. Mountain ranges
  - d. The capital cities
  - e. Other major cities

**Benchmark 4.3.2: Places and Regions: Identify the physical and human characteristics of places and regions in North America**

**Indicators:**

- 4.3.2.1 Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in the US
- 4.3.2.2 Identify manufacturing, agricultural, mining and forestry regions in the US
- 4.3.2.3 Explain how resources, transportation and location influenced the development of cities and industries in the US including major industries such as oil, steel, rubber and glass

**Benchmark 4.3.3 Human Environmental Interaction: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences**

**Indicators:**

- 4.3.3.1 Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in the US
- 4.3.3.2 Identify ways that people have affected the physical environment of the US including:
  - a. Use of wetlands
  - b. Use of forests
  - c. Building farms, towns and transportation systems
  - d. Using fertilizers, herbicides and pesticides
  - e. Building dams

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**Benchmark 4.3.4: Movement: Analyze ways that transportation and communication relate to patterns of settlement and economic activity.**

**Indicator:**

- 4.3.4.1 Use elevation, natural resource and road maps to answer the questions about patterns of settlement, economic activity and movement.

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# Social Studies

## GRADE 4

### STANDARD 4

#### Economics

*The student will use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world*

To meet this standard, the student will:

**Benchmark 4.4.1: Scarcity and Resource Allocation: Explain the opportunity costs involved in the allocation of scarce productive resources**

**Indicators:**

- 4.4.1.1 Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved
- 4.4.1.2 Explain how the availability of productive resources promotes specialization in the production of goods and services and leads to trade

**Benchmark 4.4.2: Production, Distribution and Consumption: Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services**

**Indicator:**

- 4.4.2.1 Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks

**Benchmark 4.4.3: Markets: Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.**

**Indicators:**

- 4.4.3.1 Explain ways in which individuals and households obtain and use income
- 4.4.3.2 Explain why people specialize in what they produce and then trade with others, which then increases the amount of goods and services available
- 4.4.3.3 Explain why many jobs depend on markets in other countries and why the US is a market for goods and services from other countries

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# Social Studies

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## STANDARD 5

### Government

*The student will use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.*

To meet this standard, the student will:

**Benchmark 4.5.1: Role of Government: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary**

**Indicators:**

- 4.5.1.1 Explain major responsibilities of each of the three branches of government:
  - a. The legislative branch, headed by Congress, makes state laws
  - b. The executive branch, headed by the president, carries out and enforces laws made by the the Congress
  - c. The judicial branch, headed by the United States Supreme Court, interprets and applies the law
- 4.5.1.2 Explain why elections are used to select leaders and decide issues

**Benchmark 4.5.2: Rules and Laws: Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy**

**Indicator:**

- 4.5.2.1 Explain the purpose of a democratic constitution:
  - a. To provide a framework for a government
  - b. To limit the power of government
  - c. To define the authority of elected officials

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## STANDARD 6

### Citizenship Rights and Responsibilities

*The student will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system*

To meet this standard, the student will:

**Benchmark 4.6.1: Participation: Explain how citizens take part in civic life in order to promote the common good**

**Indicator:**

- 4.6.1.1 Describe the ways in which citizens can promote the common good and influence their government including:
  - a. Voting
  - b. Communicating with officials
  - c. Participating in civic and service organizations
  - d. Performing voluntary service

**Benchmark 4.6.2: Rights and Responsibilities: Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government**

**Indicators:**

- 4.6.2.1 Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important
- 4.6.2.2 Explain the importance of leadership and public service
- 4.6.2.3 Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders

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## STANDARD 7

### Social Studies Skills and Methods

*The students will collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.*

To meet this standard, the student will:

**Benchmark 4.7.1: Obtaining Information: Obtain information from a variety of primary and secondary sources using the component parts of the source.**

**Indicators:**

- 4.7.1.1 Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:
  - a. Atlases
  - b. Encyclopedias
  - c. Dictionaries
  - d. Newspapers
  - e. Multimedia/Electronic sources
- 4.7.1.2 Use a glossary and index to locate information
- 4.7.1.3 Use primary and secondary sources to answer questions about US history
- 4.7.1.4 Describe how archaeologists and historians study and interpret the past

**Benchmark 4.7.2: Thinking and Organizing: Use a variety of sources to organize information and draw inferences**

**Indicators:**

- 4.7.2.1 Identify main ideas and supporting details from factual information
- 4.7.2.2 Distinguish between fact and opinion
- 4.7.2.3 Read and interpret pictographs, bar graphs, line graphs and tables
- 4.7.2.4 Formulate a question to focus research

**Benchmark 4.7.3: Communicating Information: Communicate social studies information using graphs or tables**

**Indicator:**

- 4.7.3.1 Communicate relevant information in a written report including the acknowledgement of sources

**Benchmark 4.7.4: Problem Solving: Use problem-solving skills to make decisions individually and in groups**

**Indicator:**

- 4.7.4.1 Use a problem-solving/decision-making process which includes:
  - a. Identifying a problem
  - b. Gathering information
  - c. Listing and considering options
  - d. Considering advantages and disadvantages of options
  - e. Choosing and implementing a solution
  - f. Developing criteria for judging its effectiveness

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## STANDARD 8

The student applies a Christian perspective to historic events and social studies concepts.

To meet this standard, the student will:

**Benchmark 4.8.1: Understand that God directs the course of history.**

4.8.1.1 Identify that the Bible tells God's history.

4.8.1.2. Identify that God has a purpose in war, catastrophic events, as well as man's successes.

**Benchmark 4.8.2: Understand that the Bible teaches us about God's design for government and economics.**

4.8.2.1 See current situations through a Christian worldview.

4.8.2.2. Recognize that God is in control of the government systems and the economic systems in the world.

**Benchmark 4.8.3: Understand that God preserves and controls His creation so that it continues to function as He planned.**

4.8.3.1. Explain how through the study of social studies God demonstrates His sovereignty.

**Benchmark 4.8.4: Understand that God created everything for His own purpose, and creation is meant to praise and glorify God.**

4.8.4.1. Identify that God created mankind.

4.8.4.2. Recognize that God made all people to be created equally and that we are His creation.

**Benchmark 4.8.5: Understand that God uses His creation to teach people eternal truth through the study of social studies.**

4.8.5.1. Understand that God is in control despite the failure of mankind.

4.8.5.2. Identify examples of order in social studies which show God as the creator.

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