

# 2018 4<sup>TH</sup> GRADE SOCIAL SCIENCES CROSSWALK

## Civics and Government

### Points of Emphasis

Students investigate and explain the formation and organization of Oregon government with particular attention to the various stakeholders.

### Possible Essential Questions

What does the state government do?

How did Oregon become a state?

### Civics and Government Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
4.14. Explain the organization and functions of Oregon government.	4.1 Investigate the organization and functions of Oregon government.
4.15. Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).	4.2 Explain how Oregon achieved statehood and identify the stakeholders involved.
4.16. Explain the process of Oregon statehood.	

## Economics

### Points of Emphasis

The new standards separate economics and financial literacy. Students examine how availability and acquisition of resources relates to the ability to make economic choices.

### Possible Essential Questions

Is Oregon considered a wealthy state?

What is the difference between private and public resources?

### Economics Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
4.17. Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.	4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources.
4.18. Identify key industries of Oregon.	

## Multicultural Studies

### Points of Emphasis

The 2018 standards identify multicultural studies' standards. Each standard is also found embedded in one of the traditional social studies domains. Local decisions must determine how these required standards will be addressed.

### Possible Essential Questions

## Multicultural Studies Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
	4.2 Explain how Oregon achieved statehood and identify the stakeholders involved. (Civics)
	4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources. (Economics)
	4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. (Geography)
	4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. (History)
	4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).(History)
	4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups). (History)
	4.14 Examine the history of the nine federally recognized Oregon tribes. (History)

# Financial Literacy

## Points of Emphasis

Students explore and demonstrate the importance of budgeting, an understanding of opportunity costs, and the reasons for caution in sharing of personal information online.

## Possible Essential Questions

What is the best way to plan for my financial future?

Why do websites ask for my information?

## Financial Literacy Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
4.17. Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.	4.4 Analyze different buying choices and opportunity costs.
4.18. Identify key industries of Oregon.	4.5 Demonstrate understanding of needs and wants using a budget.
	4.6 Determine the consequences of sharing personal information with others.

# Geography

## Points of Emphasis

Students identify and explain the interaction and interdependence of human and physical geography in the Pacific Northwest to better understand the economic, cultural, and political implications of access to resources.

## Possible Essential Questions

What are the consequences of controlling the flow of rivers?

Is population growth good for Oregon?

## Geography Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
4.9. Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.	4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.
4.10. Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.	4.8 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.
4.11. 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.	4.9 Identify conflicts involving use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
	4.10 Describe how technological developments, societal decisions, and personal practices affect

2011 Grade Level Standards	2018 Grade Levels Standards
	Oregon’s sustainability (dams, wind turbines, climate change and variability, transportation systems, etc.).

# History

## Focus

Oregon’s Past

## Points of Emphasis

Students examine and analyze the culture and history of Oregon's American Indian tribes prior to colonization as well as the impact of colonization on Native groups. The role of Native and other marginalized groups in shaping Oregon's history is also examined.

## Possible Essential Questions

How do the Native groups of Oregon explain their origin story?

How did the different tribes of Oregon interact with each other?

What was the relationship between European/U.S. settlers with Native groups before Oregon became a state?

## History Crosswalk

	2011 Grade Level Standards	2018 Grade Levels Standards
<b>Historical Knowledge</b>	4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.	4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization.
	4.2. Explain how key individuals and events influenced the early growth and changes in Oregon.	4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events

	2011 Grade Level Standards	2018 Grade Levels Standards
		influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).
	4.3. Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time.	4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).
	4.4. Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries.	4.14 Examine the history of the nine federally recognized Oregon tribes.
<b>Historical Thinking</b>	4.5. Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.	4.15 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
	4.6. Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.	4.16 Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
	4.7. Use primary and secondary sources to create or describe a narrative about events in Oregon history.	4.17 Use primary and secondary sources to explain events in Oregon history.
		4.18 Infer the purpose of a primary source and from that the intended audience.

## Social Science Analysis

### Points of Emphasis

Social Science Analysis should be used for all domains with emphasis on students preparing to take informed action and with an understanding of the multiple perspectives on an issue or problem.

### Possible Essential Questions

How are non-written sources assessed for validity?

Why are there multiple narratives of the history of the land of Oregon?

How have individuals or groups attempted to address the problems of Oregon?

## Social Science Analysis Crosswalk

<b>2011 Grade Level Standards</b>	<b>2018 Grade Levels Standards</b>
4.19. Compare eyewitness and secondhand accounts of an event.	4.19 Compare eyewitness and secondhand accounts of an event.
4.20. Describe the sequence of events in given current and historical accounts.	4.20 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.
4.21. Analyze historical accounts related to Oregon to understand cause-and-effect.	4.21 Analyze historical accounts related to Oregon to understand cause-and-effect.
	4.22 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.
	4.23 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.