

## **History**

### **Standard 1 – Chronological and Historical Thinking**

*Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States.*

- 4.1.1 Construct timelines of historical events
- 4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States
- 4.1.3 Use appropriate vocabulary of time
- 4.1.4 Produce clear and coherent writing to:
  - compare and contrast past and present viewpoints on a given historical topic
  - conduct simple research
  - summarize actions/events and explain significance
  - differentiate between the 5 regions of the United States
- 4.1.5 Explain the historical significance of U.S. political symbols
- 4.1.6 Define and distinguish between primary and secondary sources
- 4.1.7 Summarize primary resources and explain their historical importance

### **Standard 2 – People and Events**

*Students explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.*

- 4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States
- 4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
- 4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States
- 4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States
- 4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States

### **Standard 3 – People and Events**

*Students examine the impact of scientific and technological advances on the development of the United States.*

- 4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States

## **Geography**

### **Standard 4 – Maps and Globes**

*Students use map skills to construct and interpret geographical representations of the world.*

- 4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe
- 4.4.2 Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region
- 4.4.3 Identify the states of each of the five regions of the United States
- 4.4.4 Measure approximate distance on a map using scale to the nearest hundredth mile
- 4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States
- 4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale
- 4.4.7 Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale)

### **Standard 5 – People and Land**

*Students compare and contrast the physical and human characteristics of each United States region in order to understand their similarities and differences.*

- 4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States
- 4.5.2 Analyze how physical characteristics of a region shape its economic development
- 4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement

### **Standard 6 – Environment**

*Students describe how natural and man-made processes change the geography of regions in the United States.*

- 4.6.1 Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States
- 4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States

## **Civics**

### **Standard 7 – Government and Political Systems**

*Students explain the structure and purposes of government and the foundations of the United States' democratic system using primary and secondary sources.*

- 4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process
- 4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights
- 4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution
- 4.7.4 Differentiate between the structure and function of the three branches of federal government

### **Standard 8 – Role of Citizen**

*Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government.*

- 4.8.1 Identify the key requirements to become a United States citizen
- 4.8.2 Differentiate between citizens' rights, responsibilities, and duties
- 4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy
- 4.8.4 Explain how good citizenship can solve a current issue

### **Economics**

#### **Standard 9 – Fundamental Economic Concepts**

*Students demonstrate knowledge of economic concepts.*

- 4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met
- 4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services
- 4.9.3 Define the terms *profit* and *risk* and explain how they relate to each other
- 4.9.4 Investigate the relationship between supply, demand, and price
- 4.9.5 Describe how government pays for goods and services through taxes and fees
- 4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy
- 4.9.7 Explain why individuals and businesses engage in barter and trade
- 4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange
- 4.9.9 Define budget, income, and expense and explain the benefits of making and following a budget
- 4.9.10 Analyze the benefits of increasing skills