

Fourth Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.04.01	Students will <ul style="list-style-type: none"> • characterize and good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 	
Objectives	Students will	PLT Activity and Page
SS.O.04.01.01	Outline various public and private agencies in the community that provide services, explain why you would volunteer to help them, and then give examples of responsible leadership by individuals and groups in your community	#31 Plant a Tree p.132 #55 Planning the Ideal Community p.239 #81 Living with Fire p.350 #87 Earth Manners p.378
SS.O.04.01.02	Identify and explain the commonly held democratic values, principles, and beliefs expressed in the Declaration of Independence and the significance of patriotic symbols, holidays, celebrations, and famous people.	
SS.O.04.01.03	research forms of diversity in early American society, and give examples of the strengths/contributions of each (e.g., indentured servants, slaves, colonists, plantation owners, Native Americans, merchants).	#9 Planet Diversity p. 45
SS.O.04.01.04	evaluate the responsibilities, privileges and rights of United States citizenship and the importance of civic life (e.g., voting, jury duty, obeying laws, freedom of speech, worship, paying taxes).	#36 Pollution Search p.153
SS.O.04.01.05	research recent and historical conflicts concerning individual rights at the international, national, and local levels; then explain how those conflicts were resolved and suggest ways for peaceful conflict resolution.	#4 Sounds Around p. 26 #95 Did You Notice? p.414

Standard 2:	Civics/Government	
SS.S.04.02	<p>Students will examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.04.02.01	justify the rule of law and limited government and prove how they protect individual rights and the common good.	#18 Tale of the Sun p. 86
SS.O.04.02.02	defend the rights of individuals in the democratic process and the right of an individual or group (e.g., minorities, religious groups, women, children, elderly) to dissent responsibly	
SS.O.04.02.03	identify and discuss the most significant points in George Washington's farewell address.	
Standard 3:	Economics	
SS.S.04.03	<p>Students will analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.04.03.01	<p>Explain and give examples of the following economic concepts: trade-offs or choices/compromise – opportunity costs (e.g., developing hypothetical budgets in simulated situations) people as consumers and as producers of goods effects of competition and supply-demand on prices</p>	<p>#13 We All Need Trees p. 65 #14 Renewable or Not? p. 69 #15 A Few Of My Favorite Things p. 75 #82 Resource-Go-Round p.355</p>

SS.O.04.03.02	analyze communications techniques that impact consumer choices (e.g., print/nonprint, advertisement, media)	#32 A Forest of Many Uses p.135 #69 Forest for the Trees p.291
SS.O.04.03.03	prioritize in order of importance the factors that shaped the economy of the early American colonies and identify the effects of the American Revolution on economic development and economic institutions.	
SS.O.04.03.04	relate the concept of taxation to public services.	
SS.O.04.03.05	summarize how slavery and indentured servitude influenced the early economy of the United States.	
SS.O.04.03.06	construct and use charts, graphs, tables and grids to display data.	#4 Sounds Around p. 26 #16 Pass The Plants, Please p. 77 #22 Trees as Habitats p.102 #38 Every Drop Counts p.163 #58 There Ought to be a Law p.249 #95 Did You Notice? p.414
Standard 4:	Geography	
SS.S.04.04	Students will interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).	
Objectives	Students will	PLT Activity and Page
SS.O.04.04.01	locate North, South and Central American countries and describe their major physical features (e.g., bodies of water, mountains, rivers, grasslands, oases) using geographic terms.	#49 Tropical Treehouse p.207

SS.O.04.04.02	Analyze and assess the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water) on the following: transportation routes settlement patterns and population density culture (e.g., jobs, food, clothing, shelter, religion, government) interactions with others (local, national, global)	
SS.O.04.04.03	compare and contrast the physical, economic and political changes of America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation).	#3 Peppermint Beetle p. 23
SS.O.04.04.04	locate the settlement areas of the Native American nations and explain their lifestyle before the arrival of the Europeans.	#75 Tipi Talk p.320
SS.O.04.04.05	plan and construct maps to demonstrate knowledge of map skills (e.g., symbols in a legend/key, lines of demarcation [Equator, Prime Meridian, latitude and longitude, time zones, borders, coast lines], scales, directions [cardinal and intermediate] and geographic barriers).	#21 Adopt A Tree p. 97 #49 Tropical Treehouse p.207 #54 I'd Like to Visit a Place Where... p.236 #55 Planning the Ideal Community p.239
Standard 5:	History	
SS.S.04.05	Students will organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).	
Objectives	Students will	PLT Activity and Page
SS.O.04.05.01	create timelines to sequence and infer connections between events in major historical periods in U.S. history (e.g., discovery, colonization, revolution)	#95 Did You Notice? p.414

SS.O.04.05.02	chronologically organize and explain the influences of individuals and events discussed in the stories of Native Americans, explorers, settlers and colonists in North America through the Revolutionary Period.	#90 Native Ways	p.389
SS.O.04.05.03	research and compare the influence of various factors of the founding of the original colonies (e.g., economic, geographic, political, religious).		
SS.O.04.05.04	identify areas and patterns of early American settlement and depict territorial expansion and population distribution in the United States through maps, charts, pictures and research projects.		
SS.O.04.05.05	list the European explorers of the 15th and 16th centuries, explain their reasons for exploration and the information gained from their journeys and then show how their travels in North America affected both North America and the rest of the world.		
SS.O.04.05.06	Compare and contrast community life and family roles in various regions and social classes of colonial America.		
SS.O.04.05.07	research how and why African Americans came to America and explain the motivation behind the development of slavery.		
SS.O.04.05.08	chronologically organize and categorize the major events leading to and during the Revolutionary War; examine and explain why and how these events influenced choice made by different groups (e.g., Patriots, Loyalists, Native Americans) during this period.		
SS.O.04.05.09	describe language, stories, music, folk tales, and artistic creations as expressions of culture that influenced the behaviors of people in colonial America.	#18 Tale of the Sun	p. 86
SS.O.04.05.10	compare and contrast the cultures of the colonists and Native Americans and describe the changes that occurred when they came into contact with one another.	#75 Tipi Talk #90 Native Ways	p.320 p.389
SS.O.04.05.11	explain the similarities and differences in backgrounds, motivations and occupational skills between people in the English settlements and those in the French and Spanish settlements.		
SS.O. 04.05.12	select, analyze, interpret and use information from various sources for reconstructing the past (e.g., documents, letters, maps, photos, newspaper articles) and prepare short reports that explain who, what, when, where, how and why events occurred as they did.	#9 Planet Diversity #34 Who Works in this Forest? #40 Then and Now #88 Life on the Edge #90 Native Ways	p. 45 p.144 p.174 p.382 p.389