

**FOURTH GRADE
Social Science
PRIORITY STANDARDS**

Civics and Government

4.2 Explain how Oregon achieved statehood and identify the stakeholders involved.

4.3 Examine the Government and Constitutions' of the nine federally recognized Oregon tribes.

Economics

4.4 Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.

Financial Literacy

4.6 Demonstrate understanding of needs and wants using a budget.

Geography

4.8 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.

4.11 Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human(e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.

Historical Knowledge (Focus: Oregon's Past [Oregon History])

4.12 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 impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans.

4.15 Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time, impacts people of the state including traditionally underrepresented groups.

Historical Thinking (Skills)

4.18 Use primary and secondary sources to explain events in Oregon history.

Social Science Analysis

4.23 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.

4.24 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.