

Fourth

Social Science Standards

Civics (4.C)			
Concept	Standard	Lessons	Other examples:
Political Institutions (C.PI)	4.C.PI.1 Investigate the creation of the Oregon constitution and identify its key components. Note: Teachers may choose the sections of the Constitution that are most accessible and relevant to their students.		• Laws • Rights • Processes • Division of power among the branches of government
	4.C.PI.2 Compare key components of at least two Constitutions of the nine federally recognized Oregon Tribes.		• Membership • Voting procedures • Branches of government

Identity, Roles, and Responsibilities (C.IR)	4.C.IR.3 Examine how identity shapes perspectives about a local or state issue.	 TH/SH Health: Cultural Bias, Stereotypes, and the Effects of Boarding School  TH/SH ELA Lesson Lewis & Clark	• Historical events • Current events • Social interactions
Democratic Principles (C.DP)	4.C.DP.4 Identify examples from the Oregon Constitution establishing equality or addressing discrimination, inequalities, or unfairness.		• Article I Sec. 1-20 • Article II Sec. 6 • Article XV Sec. 8
Civic Engagement (C.CE)	4.C.CE.5 Describe the importance of civic participation, including the ballot initiative process, in changing Oregon's laws and Constitution.		• Drafting and passage of the "Bottle Bill" • Student-led efforts on education standards • Local levies and bonds • Citizen statements in Oregon's official voter guide

Geography (4.G)			
Concept	Standard	Lessons	Other examples:
Geographic Reasoning (G.GR)	4.G.GR.1 Read and/or construct maps of the Northwest, Southwest, Midwest, Northeast, and Southeast, US Atlantic and Pacific Islands using a scale, compass, and key that includes important cities and physical features.	CKLA U5	• Political maps • Physical maps • Capital cities • Urban centers • Rivers and lakes • Tribal lands
	4.G.GR.2 On political and physical maps of North America, locate significant sites in the United States, Mexico, Canada, Oregon, Nevada, Alaska, Hawai'i, Washington, Idaho, and California.		• Capital cities • Urban centers • Rivers and lakes • Tribal lands

	4.G.GR.3 Compare and contrast tribal, colonial, historical, and contemporary maps to understand Oregon's history.	 TH/SH ELA Lesson: Chinook  TH/SH ELA Lesson: Oral Traditions  TH/SH SS Lesson: Geography	• Pre-Oregon territory maps • Coastal navigation maps • Cultural and language maps • Resource maps
Migration and Movement (G.MM)	4.G.MM.4 Compare and contrast varying patterns of exploration and settlement in the Pacific Northwest over time, considering how physical features and the availability of natural resources affected exploration and settlement patterns, including the development of major urban/suburban areas, industries, or trade.	 TH/SH SS Lesson: People Groups  TH/SH SS Lesson: Geography	• Tribal land and natural resources • Spanish exploration • British, Russian, U.S. exploration and claims • Fur trade • Navigable rivers • Timber

	4.G.MM.5 Explain how the contributions of the Indigenous Tribes of Oregon and various historical and contemporary immigrant groups create the diverse culture of present-day Oregon.		• Cultural celebrations • Languages spoken in the community • Public artwork • Place names
Human Interaction and Interconnection (G.HI)	4.G.HI.6 Assess how physical geography and changing environmental factors affect land use and shape the cultural characteristics of a society.	CKLA U5	• Resource extraction and conservation • Rural and urban • Horticulture and agriculture • Water access
Human Environmental Interaction (G.HE)	4.G.GE.7 Identify the effects on environmental stability and sustainability of technologies and policies such as dams, wind turbines, and transportation in shaping		• Flooding and drought • Air, soil, water pollution • Agricultural production • Forest and fire management • Public transportation

	Oregon's physical and human geography.		
	4.G.GE.8 Utilize the Social Science Tribal History Shared History lessons to explore the relationship of the Nine federally recognized Tribes in Oregon with physical and human geography.	 TH/SH ELA Lesson: Chinook  TH/SH ELA Lesson: Oral Traditions  TH/SH SS Lesson: People Groups  TH/SH SS Lesson: Geography	• Location of current and ancestral tribal lands • Cultural similarities and differences • Tribal stewardship of land

Economics (4.E)			
Concept	Standard	Lessons	Other examples:
Earning, Saving, and Spending (E.ES)	4.E.ES.1 Examine the consequences of power and privilege on issues associated with poverty, income, and wealth accumulation.	CKLA U2	• Wealth and income inequality • Poverty rates and distribution • Government policies • Investment and spending
	4.E.ES.2 Describe the difference between wages, salaries, commissions, and tips.		• Service (tips) • Construction (wages) • Educators (salary) • Real estate agent (commission)
	4.E.ES.3 Describe examples of government-provided goods and services funded with taxes.		• Public transportation and education • Police and fire departments • Health care and social services • Military defense and environmental protection
Micro and Macro (E.MI)	4.E.MI.4 Explain the role of producers, consumers, products, and labor in economic markets.	CKLA U2	• Producers: Manufacturing, farming, service providers • Consumers: Household, business, and government

			consumers • Labor: Factory, farm, professional, service
	4.E.MI.5 Investigate the relationship between the supply and demand of goods produced in Oregon.		• Timber • Agricultural • Technology
Incentives, Choice, and Consumer Behavior (E.IC)	4.E.IC.6 Demonstrate understanding of needs and wants using a budget.	JA Our Region Session 3	• Planning a family vacation • Trip to the store • Researching prices
	4.E.IC.7 Identify the use of targeted marketing in creating demand for consumer products.		• Television commercials • Product placement • Social media influencers
	4.E.IC.9 Demonstrate understanding of safe internet practices by applying strategies to protect personal information.	 Beginning of Year (3-5): Ticket to Tech Responsibility Review  TH/SH ELA Lesson Chinuk Wawa	• Identifying personal information • Safety and privacy settings • Maintaining passwords
Specialization, Trade, & Interdependence	4.E.ST.10 Explain how trade leads to increasing		• Goods and services • Specialization

(E.ST)	economic interdependence.		• Access to resources • Supply chains
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History (4.H)			
Concept	Standard	Lessons	Other examples:
Continuity and Change (H.CH)	4.H.CH.1 Identify and examine the Indigenous sovereign people of Oregon prior to and during waves of exploration and settlement from Europe and the United States. Students should engage with lessons provided in Tribal History/Shared History to identify the first nine people groups of Oregon.	 TH/SH ELA Lesson Oral Traditions  TH/SH ELA Lesson Chinuk Wawa  TH/SH SS Lesson People Groups  TH/SH Lesson Geography	• Tribal lifeways • Immigrant settlement patterns • Federal and state policies

	4.H.CH.2 Investigate the role of “Manifest Destiny” and racial prejudice in shaping Oregon’s transition from “Oregon Country” to statehood. Include the legal, political, and cultural factors causing marginalization and attempts to promote inclusivity.	 TH/SH SS Lesson People Groups  TH/SH SS Lesson Geography	• Exploration from Pacific and by Corps of Discovery • Immigration from the U.S. into Oregon Territory • Oregon Trail 1840-1860 • Oregon Treaty 1846 • Oregon Donation Land Act • Indigenous removal and reservations • Exclusionary laws in territorial & state government • Adoption of 13th-15th Amendments to U.S. Constitution • Asian exclusion and discrimination • Native Hawaiian and Pacific Islander exclusion and discrimination • Repeal of discriminatory laws in Oregon Constitution
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Conflict and Cooperation (H.CC)	4.H.CC.3 Identify examples of Indigenous resistance to the expansion of non-Indigenous settlers into Oregon lands in the causes and results of the battles and wars in Oregon Territory and 19th century Oregon.		• Rogue River War • Nez Perce War • Modoc War • Treaties
Cause and Effect (H.CE)	4.H.CE.4 Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time affect people of the state including traditionally underrepresented groups.	 TH/SH Health Lesson Language Revitalization  TH/SH SS Lesson Groups People JA Our Region Session 2	• Agricultural mechanization and migrant labor • Timber and tribal Lands • Women's suffrage in Oregon • Urban housing policies and gentrification
	4.H.CE.5 Use multiple sources to explore the Oregon Trail's significance in shaping Oregon history,		• Experience of immigrants on the trail • Indigenous people and white settler interactions • Changes in land use

	examining its role in westward expansion, cultural interactions, and settlement patterns.		
Communities and Pluralism (H.CP)	4.H.CP.6 Identify the history, religion, languages, and cultural practices of the Indigenous Tribes of Oregon and examples of resistance and resilience to immigration and settlement by the United States.		• Preservation of native languages • Oral traditions and histories • Traditional ecological knowledge • Wars and other conflicts • Tribal Sovereignty • Cultural celebrations
	4.H.CP.7 Identify and explain how the legacy of colonialism and discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.	 TH/SH ELA Lesson Lewis & Clark	• Tribal sovereignty • Health and safety outcomes • Racial demographics of Oregon

	4.H.CP.8 Identify various conflicts within Oregon, including acts of displacement, cultural and linguistic loss, violence, economic competition, political disagreements, boundary disputes, and cultural disparities across different geographical regions and demographic groups.	 TH/SH SS Lesson Geography  TH/SH ELA Lesson Chinuk Wawa	• Indigenous removal and reservations • Oregon's Trail of Tears • Chinese Cove • Marshfield lynching • St. Johns' Riot • The Toledo Incident • War time incarceration of Japanese Americans
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