

# 4<sup>th</sup> Grade Social Studies GLEs & Priority Standards

**NOTE:** Highlighted Grade Level Expectations are Priority Standards for this grade level.

## EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

- **1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.**
  - 1.1.1: Ideals and principles
    - Understands the key ideals of rights set forth in Article I of the Washington State Constitution.  
*Example: Explains that every person has the right to freely speak, write, and publish on all subjects (section five of the Washington State Constitution).*
  - 1.1.2: Application of ideals and principles
    - Evaluates the effectiveness of a law or policy by explaining how it promotes ideals.  
*Example: Critiques how well the legal ban on smoking in public places in Washington State promotes the right to life (RCW 70.160.030).*
- **1.2: Understands the purposes, organization, and function of governments, laws and political systems.**
  - 1.2.1: Structure of government
    - Understands that governments are organized into local, state, tribal, and national levels.  
*Example: Explains the hierarchy of state government over local government.*
  - 1.2.2: Forms of government
    - Understands how and why state and tribal governments make, interpret, and carry out policies, rules, and laws.  
*Example: Explains how the seatbelt law (RCW 46.61.688) attempts to solve the problem of injury collisions.*
- **1.4: Understands civic involvement.**
  - 1.4.1: Civic involvement
    - Understands that civic participation involves being informed about public issues and voting in elections.  
*Example: Explains that reading the newspaper or watching the news can help a citizen stay informed about public issues.*

## EALR 2: ECONOMICS

The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.

- **2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.**
  - 2.1.1: Economic choices
    - Understands and analyzes the costs and benefits of people’s decisions to move and relocate to meet their needs and wants.  
*Example: Examines the costs and benefits of being a pioneer.*
  
- **2.2: Understands how economic systems function.**
  - 2.2.1: Economic systems
    - Understands the basic elements of Washington State’s economic system, including agriculture, businesses, industry, natural resources, and labor.  
*Example: Explains components of Washington State’s agricultural industry, including natural resources such as land and water, farm laborers, distributors and consumers.*
  - 2.2.2: Trade
    - Understands that the economy in Washington State relies on trade with Pacific Rim countries.  
*Example: Explains how timber and agricultural products from Washington State are sold to other Pacific Rim countries and transported via cargo ships across the Pacific Ocean.*
  
- **2.4: Understands the economic issues and problems that all societies face.**
  - 2.4.1: Economic issues
    - Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State.  
*Example: Draws conclusions about how the economy in each region of Washington State could change as a result of the depletion of natural resources specific to the regions.*

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## EALR 3: GEOGRAPHY

The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.

- **3.1: Understands the physical characteristics, cultural characteristics, and location of places and regions.**
  - 3.1.1: Maps and geographic tools
    - **Constructs and uses maps to explain the movement of people.**  
*Example: Constructs maps of the Oregon Trail showing and labeling the starting location, the destination, the route, geographic features that affected the route, and a title, captions, or symbols that describe the movement of the settlers.*
  - 3.1.2: Characteristics and spatial organization of places and regions
    - Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.  
*Example: Explains the differences in the physical characteristics, including landforms, climate and natural resources, of the different regions within Washington State.*
- **3.2: Understands the interactions between humans and environments.**
  - 3.2.3: Human migration
    - **Understands that the geographic features of the Pacific Northwest have influenced the movement of people.**  
*Example: Explains why people traveling on the Oregon Trail made the choice to move west because of a need for land.*
- **3.3: Understands the geographic context of global issues and events.**
  - 3.3.1: Geographic context of global issues
    - Explains that learning about the geography of Washington State helps us understand global trade.  
*Example: Explains how the ports of Tacoma and Seattle enable Washington to be a gateway for products to and from the Pacific Rim countries.*

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## EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

- **4.1: Understands historical chronology.**
  - 4.1.1: Chronology
    - Understands and creates timelines to show how historical events are organized into time periods and eras.  
*Example: Constructs a timeline that identifies eras in Washington State history.*
  - 4.1.2: Chronological eras
    - Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889:
      - Growth of northwest coastal and plateau tribes prior to treaties (time immemorial to 1854)
      - Maritime and overland exploration, encounter, and trade (1774-1849)
      - Immigration and settlement (1811-1889)
      - Territory and treaty-making (1854-1889)
    - Example: Explains how the Lewis and Clark expedition helps define the history of the Pacific Northwest from 1774-1849 as a time of exploration and encounter.*
- **4.2: Understands and analyzes the causal factors that have shaped major events in history.**
  - 4.2.1: Individuals and movements
    - Understands and analyzes how individuals caused change in Washington State history.  
*Example: Explains the contributions Mother Joseph of the Sisters of Providence made to Eastern Washington, including building schools and orphanages.*
- **4.3: Understands that there are multiple perspectives and interpretations of historical events.**
  - 4.3.1: Historical interpretation
    - Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources.  
*Example: Compares the account of the Whitman Massacre from the perspective of the missionaries and the perspective of the Cayuse native people.*
- **4.4: Uses history to understand the present and plan for the future.**
  - 4.4.1: Historical antecedents
    - Understands that significant historical events in Washington State have implications for current decisions.  
*Example: Explains how the decision to put dams on the rivers of the Columbia Basin in the mid-1900s has an impact on the environment, fishing, electricity rates, etc. in the present.*

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## EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

- **5.1: Uses critical reasoning skills to analyze and evaluate positions.**
  - 5.1.1: Understands reasoning
    - Understands the concepts used in documents and sources.  
*Example: Explains how the state law limiting cell phone usage in cars is related to the concepts of individual liberty and public safety.*
  - 5.1.2: Evaluates reasoning
    - Evaluates the accuracy of primary and secondary resources.  
*Example: determines the accuracy of resources by comparing multiple versions of the Whitman Massacre.*
  
- **5.2: Uses inquiry-based research.**
  - 5.2.1: Forms questions
    - Creates and uses a research question to conduct research on an issue or event.  
*Example: Develops a research question on people's experiences traveling on the Oregon Trail.*
  - 5.2.2: Analyzes sources
    - Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.  
*Example: Summarizes the main ideas from a secondary source on the Oregon Trail by creating a web of information.*
  
- **5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.**
  - 5.4.1: Creates position and product
    - Draws clear, well-reasoned conclusions and provides explorations that are supported by artifacts and/or primary sources in a paper or presentation.  
*Example: Writes a conclusion about the challenges pioneers faced when moving west, supported by diaries, letters and journals.*
  - 5.4.2: Citing sources
    - Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source.  
*Example: Completes a list of resources on a topic in Washington state history that includes the title, author and type of source, date published and publisher for each source as available.*