

## Grade 4

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### [Oregon History]

#### Historical Knowledge

- 4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- 4.2. Explain how key individuals and events influenced the early growth and changes in Oregon.
- 4.3. Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.
- 4.4. Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries.

#### Historical Thinking

- 4.5. Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 4.6. Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- 4.7. Use primary and secondary sources to create or describe a narrative about events in Oregon history.

#### Geography

- 4.8. Use geographical tools (e.g., maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
- 4.9. Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.
- 4.10. Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.
- 4.11. Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.12. Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.
- 4.13. Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).

#### Civics and Government

- 4.14. Explain the organization and functions of Oregon government.
- 4.15. Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
- 4.16. Explain the process of Oregon statehood.

#### Economics/Financial Literacy

- 4.17. Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.
- 4.18. Identify key industries of Oregon.

**Social Science Analysis**

- 4.19. Compare eyewitness and secondhand accounts of an event.
- 4.20. Describe the sequence of events in given current and historical accounts.
- 4.21. Analyze historical accounts related to Oregon to understand cause-and-effect.