

**Social Studies Standard
Catalina Foothills School District
Grade 4**

Fourth grade students study the history of Arizona and Southwest and the continued growth of the United States from colonization to the conclusion of the American Revolution. Students analyze the assimilation of various colonial groups, major historical figures, and events. They also learn about the physical geography of North America and its influence upon diverse cultures. The essential roles of citizens in the democratic process are emphasized. Roles of elected officials, economic trade-offs, and the need for taxation are introduced. The concept of freedom is explored through American government, its symbols, structures, laws, and documents. Fourth graders make connections between current and historical events on a local, national, and global level. They compare the areas and patterns of early American and Arizona settlements and apply thinking and research skills to analyze and compare historical events.

HISTORY AND CULTURE

Cultural Diversity and Interactions

SS4.1.1 Describes the varied backgrounds of people living in Arizona (required: shared principles/goals, customs/traditions; diversity in one's school and community) and the benefits and challenges of a diverse population.

SS4.1.2 Describes the cultures of each of the three American colonial regions (required: Southern Colonies, Middle Atlantic Colonies, New England Colonies) and how they shaped principles, goals, customs, and traditions.

Individuals, Groups, and Events that Shaped History

SS4.8.1 Describes the role of significant individuals (required: Coronado, Father Kino, Kit Carson, Geronimo, Cochise, Charles Poston), groups (required: ancient—Anasazi, Hohokam, Mogollon, Spanish settlers, ranchers and miners, current Native American tribes—Navajo, Apache, Hopi) and events (required: Mexican-American War, Gadsden Purchase, Age of Silver Mining, the building of Roosevelt and Glen Canyon Dams) in Arizona history.

SS4.8.2 Describes the influence of important individuals (required: John Smith, William Penn, Roger Williams, Anne Hutchinson) groups (required: Pilgrims, Puritans, English and Dutch settlers), and events (founding of Jamestown, Pilgrims settling in New England, establishment of slavery) in the development of colonial America.

SS4.8.3 Describes the significance of events leading to the American Revolution (required: French and Indian War, Proclamation of 1763, Tea Act, Stamp Act, Boston Massacre, Intolerable Acts).

SS4.8.4 Describes the influence of significant individuals (required: Benjamin Franklin, Thomas Jefferson, George Washington, Patrick Henry, Thomas Paine, King George III, John Adams) and events, including major battles (required: Declaration of Independence, winter at Valley Forge, aid from France, surrender at Yorktown), on the American Revolution.

Patterns of Change Over Time

SS4.9.1 Describes the transition from Arizona as a territory to statehood.

SS4.9.2 Describes the transition from colonies to New Nation (required: Constitutional Convention, James Madison, George Washington's presidency, creation of political parties).

Current Events/Issues and the Modern World

SS4.10.1 Makes explicit connections between current and historical/Arizona events on a local, national, and global level.

GEOGRAPHY

Spatial Thinking and Use of Charts, Maps, and Graphs

SS4.2.1 Interprets characteristics of maps and globes (required: road map index, grid-latitude and longitude).

SS4.2.2 Uses physical and human features of maps and globes (required: a. physical: canyon, plateau, mesa, dunes; b. human: dam, harbor, territory, county, capital, Arizona, 50 states) to describe an area or region.

SS4.2.3 Constructs maps with correct human and physical features.

Reciprocal Impact of Geography on People and Events

SS4.3.1 Describes the impact of human modifications on the physical environment (for example: establishment of plantations in Southern colonies, Roosevelt and Glen Canyon Dam).

SS4.3.2 Describes the impact of geographic features on migration and the location of human activities (required: American colonization, Arizona regions).

SS4.3.3 Describes how native people adapted to their environment in the Southwest (required: Anasazi, Mogollon, Hohokam).

ECONOMICS AND PERSONAL FINANCE

Economic Philosophies and Systems

SS4.4.1 Explains why state and local governments collect taxes (for example: schools, fire, police, libraries).

SS4.4.2 Describes the role of financial institutions in providing services (for example: savings accounts and loans).

Economic Decision-Making and Personal Finance

SS4.5.1 Describes how price incentives affect people's behavior and choices (for example: colonial decisions about which crops to grow, which products to produce).

GOVERNMENT SYSTEMS AND POLITICS

Rights, Responsibilities, and Participation in the Political Process

SS4.6.1 Describes the importance of citizens being actively involved in the democratic process (for example: voting, campaigning, civil and community service, jury duty).

Government Symbols, Structures, Laws, and Documents

SS4.7.1 Describes state and national symbols that represent American democracy and values (required: the Capitol, Liberty Bell, national/state seal, flag, war memorials).

SS4.7.2 Describes the rights and freedoms included in the Declaration of Independence, Constitution, and Bill of Rights.

SS4.7.3 Describes the major responsibilities of different levels of government (required: local, county, state, federal).

RESEARCH SKILLS FOR HISTORY

SS4.12.1 Locates information using primary and secondary resources.

SS4.12.2 Interprets historical and current information/data from graphic features of text (for example: illustrations, tables, charts, maps, diagrams, timelines).

CRITICAL THINKING AND PROBLEM SOLVING

SS4.11.1 Compares events, people, and ideas based on their similarities and differences (for example: comparison of colonies or Arizona populations: Native Americans, miners, ranchers, urban dwellers) with insightful conclusions.

SS4.11.2 Analyzes multiple perspectives on an issue or event by examining the reason, error, or logic behind them.