

Grade 4

Civics 4.C

PI. 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. 4.C.PI.1
- 2 Compare key components of at least two Constitutions of the nine federally recognized Oregon Tribes. 4.C.PI.2

IR. Identity, Roles, & Responsibilities (C.IR) 4.C.IR

- 3 Examine how identity shapes perspectives about a local or state issue. 4.C.IR.3

DP. Democratic Principles (C.DP) 4.C.DP

- 4 Identify examples from the Oregon Constitution establishing equality or addressing discrimination, inequalities, or unfairness. 4.C.DP.4

CE. 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. 4.C.CE.5

Geography 4.G

GR. 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. 4.G.GR.1
- 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. 4.G.GR.2
- 3 Compare and contrast tribal, colonial, historical, and contemporary maps to understand Oregon's history. 4.G.GR.3

MM. 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. 4.G.MM.4
- 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. 4.G.MM.5

HI. 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. 4.G.HI.6

GE. 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 Oregon's physical and human geography. 4.G.GE.7
- 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. 4.G.GE.8

Economics 4.E**ES. 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. 4.E.ES.1
- 2 Describe the difference between wages, salaries, commissions, and tips. 4.E.ES.2
- 3 Describe examples of government-provided goods and services funded with taxes. 4.E.ES.3

MI. Micro and Macro Economics (E.MI) 4.E.MI

- 4 Explain the role of producers, consumers, products, and labor in economic markets. 4.E.MI.4
- 5 Investigate the relationship between the supply and demand of goods produced in Oregon. 4.E.MI.5

IC. Incentives, Choice, and Consumer Behavior (E.IC) 4.E.IC

- 6 Demonstrate understanding of needs and wants using a budget. 4.E.IC.6
- 7 Identify the use of targeted marketing in creating demand for consumer products. 4.E.IC.7
- 8 Analyze different buying choices and opportunity costs. 4.E.IC.8
- 9 Demonstrate understanding of safe internet practices by applying strategies to protect personal information. 4.E.IC.9

. Specialization, Trade, Interdependence (E.ST) 4.E.ST.

- 10 Explain how trade leads to increasing economic interdependence. 4.E.ST.10

History 4.H**CH. 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. 4.H.CH.1
- 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. 4.H.CH.2

CC. 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. 4.H.CC.3

CE. 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. 4.H.CE.4
- 5 Use multiple sources to explore the Oregon Trail’s significance in shaping Oregon history, examining its role in westward expansion, cultural interactions, and settlement patterns. 4.H.CE.5

CP. 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. 4.H.CP.6
- 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. 4.H.CP.7
- 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. 4.H.CP.8