

Grade 4

Civics and Government

- 4.1 Investigate the organization and functions of Oregon government.
- 4.2 Explain how Oregon achieved statehood and identify the stakeholders involved.

Economics

- 4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources.

Multicultural Studies

- 4.2 Explain how Oregon achieved statehood and identify the stakeholders involved. (Civics)
- 4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources. (Economics)
- 4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. (Geography)
- 4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. (History)
- 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).(History)
- 4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups). (History)
- 4.14 Examine the history of the nine federally recognized Oregon tribes. (History)

Financial Literacy

- 4.4 Analyze different buying choices and opportunity costs.
- 4.5 Demonstrate understanding of needs and wants using a budget.
- 4.6 Determine the consequences of sharing personal information with others.

Geography

- 4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.
- 4.8 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.
- 4.9 Identify conflicts involving use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.10 Describe how technological developments, societal decisions, and personal practices affect Oregon’s sustainability (dams, wind turbines, climate change and variability, transportation systems, etc.).

History (Local, State, National, and World) (Focus: Oregon's Past [Oregon History])

Historical Knowledge

- 4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization.
- 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).
- 4.13 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).
- 4.14 Examine the history of the nine federally recognized Oregon tribes.

Historical Thinking

- 4.15 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 4.16 Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- 4.17 Use primary and secondary sources to explain events in Oregon history.
- 4.18 Infer the purpose of a primary source and from that the intended audience.

Social Science Analysis

- 4.19 Compare eyewitness and secondhand accounts of an event.
- 4.20 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 4.21 Analyze historical accounts related to Oregon to understand cause-and-effect.
- 4.22 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.
- 4.23 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.