

**Social Studies**  
**Grade-Level Expectations: Grade 4**

**Geography**

**The World in Spatial Terms**

1. Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)
2. Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1)
3. Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)
4. Identify all U.S. states by shapes and position on map (G-1A-E2)
5. Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information (G-1A-E3)

**Places and Regions**

6. Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)
7. Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1)
8. Explain physical and human developments in a region of the United States since it was first settled based on given information (G-1B-E3)
9. Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)

**Physical and Human Systems**

10. Identify physical processes that change Earth's surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1)
11. Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)
12. Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)
13. Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)
14. Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)
15. Differentiate between countries, states, parishes, and cities (G-1C-E6)

**Environment and Society**

16. Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)
17. Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3)
18. Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)
19. Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)

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**Civics**

**Structure and Purposes of Government**

20. Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2)
21. Distinguish between *limited government* and *unlimited government* (C-1A-E3)
22. Explain the role of government and the rights of citizens (C-1A-E3)
23. Identify the three branches of the federal government and describe their major responsibilities (C-1A-E4)
24. Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5)
25. Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6)
26. Identify the purpose and importance of a rule or a law (C-1A-E7)

**Foundations of the American Political System**

27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) (C-1B-E1)
28. Explain the similarities between the Louisiana and U.S. Constitutions (C-1B-E1)

**International Relationships**

29. Explain the concept of *nation* with reference to countries, governments, and peoples (C-1C-E1)
30. Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1)
31. Identify the United Nations and its role in international peace keeping (C-1C-E1)

**Roles of the Citizen**

32. Identify the means by which individuals become U.S. citizens (C-1D-E1)
33. Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)
34. Discuss civic traits of *good citizenship* that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4)
35. Identify a national issue and describe how good citizenship can help solve the problem (C-1D-E5)

**Economics**

**Fundamental Economic Concepts**

36. Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)
37. Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4)
38. Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)
39. Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)

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40. Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7)
41. Describe the benefits of increasing one's skill/knowledge and various ways to do so (E-1A-E8)
42. Describe the basic concept of a *market* (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)
43. Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10)
44. Identify the relationship between money, writing checks, and credit cards (E-1A-E11)
45. Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11)

**Individuals, Households, Businesses, and Governments**

46. Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)
47. Explain how a rise or fall in prices affects personal, family, and government budgets (E-1B-E2)
48. Identify the terms *profit* and *risk* and give examples of risk that businesses take to make a profit (E-1B-E3)
49. Define *tax* and explain how government pays for goods and services through taxes and fees (E-1B-E4)

**History**

**Historical Thinking Skills**

50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments) (H-1A-E1)
51. Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2)
52. Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the "I Have a Dream" speech) (H-1A-E2)
53. Interpret historical information in a map, table, or graph (H-1A-E3)
54. Compare and contrast primary and secondary sources (H-1A-E3)

**Families and Communities**

55. Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)

**Louisiana and United States History**

56. Identify and describe major early explorers and explorations in North America (H-1C-E1)
57. Identify leaders and their influence in the early development of America (H-1C-E1)
58. Describe the importance of events and ideas significant to our nation's development (H-1C-E1)
59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)
60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2)

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61. Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)
62. Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)

**World History**

63. Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1)
64. Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics) (H-1D-E1)
65. Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2)
66. Identify the chronological order of major scientific or technological advancements (H-1D-E2)
67. Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3)