

# SOCIAL STUDIES

## GRADE FOUR

### STANDARDS

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#### *Nevada Grades K-12 Content Standards*

- HISTORY 1.0**      **People, Cultures, and Civilizations** – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0**      **Nation Building and Development** – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0**      **Social Responsibility & Change** – Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- GEOGRAPHY 5.0**    **The World in Spatial Terms** – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0**    **Places & Regions** – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0**    **Human Systems** – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- GEOGRAPHY 8.0**    **Environment and Society** – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0**    **The Market Economy** – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0**   **The U.S. Economy As A Whole** – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0**   **The Dynamic Economy** – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0**   **The International Economy** – Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
- CIVICS 13.0**        **Citizenship and the Law** – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

## SOCIAL STUDIES GRADE FOUR (continued)

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- CIVICS 14.0**      **The Federal System: U.S., State, and Local Governments** – Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0**      **The Political Process** – Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0**      **Global Relations** – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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### HISTORY

#### People, Cultures, and Civilizations

*It is expected that students will:*

- H1.4.1 Describe the lifestyles of Nevada’s **Desert Archaic people**.
- H1.4.2 Define hunter-gatherer.
- H1.4.3 Describe the lifestyles of Nevada’s Native American **cultures**.
- H1.4.4 Discuss the interactions of pioneers with the **Great Basin** Indians.
- H1.4.5 Identify contributions of immigrants in Nevada.

#### Nation Building & Development

*It is expected that students will:*

- H2.4.1 Discuss examples of compromise and conflict within Nevada, i.e., Pyramid Lake Wars, water allocation, Sagebrush Rebellion.
- H2.4.2 Describe the experiences of pioneers moving west.
- H2.4.3 Identify explorers and settlers in pre-territorial Nevada.
- H2.4.4 Identify the diverse population of Nevada’s early settlers and discuss their unique experiences.
- H2.4.4A Identify the diversity of Nevada’s early settlers and discuss their unique experiences.
- H2.4.5 Explain the symbols, mottos, and slogans related to Nevada, i.e., “Battle Born,” the state seal, and “Silver State.”
- H2.4.6 Explain how United States conflicts affected life and society in Nevada.
- H2.4.6A Explain how current and past United States conflicts have affected life and society in Nevada.

#### Social Responsibility & Change

*It is expected that students will:*

- H3.4.1 Compare and/or contrast their daily lives with children in Nevada’s past.
- H3.4.2 Recognize that communities include people who have diverse **ethnic** origins, customs, and traditions, and who make contributions to Nevada.

## SOCIAL STUDIES GRADE FOUR (continued)

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- H3.4.2A Recognize that communities include people who have diverse **ethnic** origins, customs, and traditions, and how they make contributions to Nevada.
- H3.4.3 Define **social responsibility**.
- H3.4.4 Explain how advances in **technologies** have impacted Nevada, i.e., railroads, mining, and gaming.
- H3.4.5 Discuss major news events on the local and state levels.

### International Relationships & Power

*It is expected that students will:*

- H4.4.1 Describe the economic and cultural influence other nations have on the state of Nevada.

## GEOGRAPHY

### The World in Spatial Terms

*It is expected that students will:*

- G5.4.1 Identify and use intermediate directions on a compass rose to locate places on a map of Nevada.
- G5.4.2 Identify spatial patterns on a map of Nevada, i.e., deserts, mountains, population.
- G5.4.3 Construct a map of Nevada displaying human and physical features.
- G5.4.4 Utilize different types of Nevada maps, i.e., population and physical maps, to understand spatial distribution.

### Places & Regions

*It is expected that students will:*

- G6.4.1 Describe the distinguishing features of historical **regions** in Nevada, i.e., Native American tribal territories, pioneer trails, and settlement areas.
- G6.4.2 Identify regional changes in Nevada over time.
- G6.4.3 Identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque **communities**.
- G6.4.4 Show how **regional** change in Nevada from decade to decade has affected characteristics of place, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations.
- G6.4.4A Compare and contrast how the **regional** change in technology in Nevada from decade to decade has affected characteristics of a **place**, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations.
- G6.4.5 Locate the counties and county seats of Nevada.
- G6.4.6 Identify the equator, **Prime Meridian**, and the International Date Line.

### Human Systems

*It is expected that students will:*

- G7.4.1 Describe differences in population distribution within Nevada **regions**.
- G7.4.1A Describe differences in population distribution due to **physical environments** within Nevada **regions** using historical and contemporary examples.
- G7.4.2 List examples of movements of people, **goods**, and ideas into and across Nevada.

## SOCIAL STUDIES GRADE FOUR (continued)

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- G7.4.3 Describe differences among **rural**, **suburban**, and **urban** settlement in Nevada.
- G7.4.3A Compare and contrast **rural**, **suburban**, and **urban** settlement in Nevada.
- G7.4.4 Describe historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
- G7.4.4A Using geographic resources, analyze historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
- G7.4.5 Describe why types of organizations may differ by geographic region in Nevada.

### Environment & Society

*It is expected that students will:*

- G8.4.1 Describe ways **physical environments** affect human activity in Nevada using historical and contemporary examples.
- G8.4.2 Describe how technologies altered the **physical environment** in Nevada, and the effects of those changes on its people.
- G8.4.2A Explain how advances in technologies have altered the **physical environment**, both positively and negatively, and the effects on people, railroads, mining, gaming, and the **physical environment**.
- G8.4.3 Explore the impact of human modification of Nevada's **physical environment** on the people who live there.
- G8.4.4 Identify **natural hazards** in Nevada and their impact on the population.
- G8.4.4A Identify **natural hazards** in Nevada and their impact on the population, i.e., heat, wind, water.
- G8.4.5 Describe the B patterns of **natural resources** in Nevada.
- G8.4.5A Describe the **distribution** patterns of where **natural resources** are in Nevada and how they are moved.

## ECONOMICS

### The Market Economy

*It is expected that students will:*

- E9.4.1 Give examples of incentives and determine whether they are positive or negative.
- E9.4.1A Give examples of any incentive and determine whether they are positive or negative.
- E9.4.2 Give reasons why **consumers** choose to buy more of a good or service, i.e., when prices are low, and when they choose to buy less, and when prices are high.
- E9.4.2A Identify reasons why **consumers** choose to buy more or less of a good or service, based on prices or current economic situations.
- E9.4.3 Give reasons why **producers** choose to sell more of a **good** or **service**, i.e., when a price is high, and when they choose to sell less, and when its price is low.
- E9.4.3A Give reasons why **producers** choose to sell more or less of a **good** or **service**, i.e., based on prices or current economic situations.
- E9.4.4 Identify factors within an individual's control that can affect the likelihood of **employment**.

## SOCIAL STUDIES GRADE FOUR (continued)

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E9.4.5 Explain why all those who **trade** must benefit from the **trade**, using an example such as trading baseball cards.

E9.4.5A Identify why people trade, i.e., intrinsic reasons. [NS 5.4.6]

### The U.S. Economy as a Whole

*It is expected that students will:*

E10.4.1 Discuss how the discovery of silver in Nevada affected the forms of **money** in circulation.

E10.4.1A Discuss how the discovery of silver in Nevada affected the forms of **money** in Nevada.

E10.4.2 Identify instances in which people might pay **interest** or receive **interest**.

E10.4.3 Discuss reasons people use **banks**.

E10.4.4 Define **productive resources**.

E10.4.4A Define **productive resources** and their impact on Nevada.

E10.4.5 Define **per capita**.

### The Dynamic Economy

*It is expected that students will:*

E11.4.1 Identify a for-profit and a not-for-profit organization in the **community** and a service each provides.

E11.4.2 Define **entrepreneur** and identify those individuals in Nevada.

E11.4.3 Describe **resources** that are limited in Nevada and ways in which **resources** are shared.

### The International Economy

*It is expected that students will:*

E12.4.1 Define **imports** and **exports**.

E12.4.2 Identify **goods** that would not be readily available in Nevada without international trade.

## CIVICS

### Citizenship and the Law

*It is expected that students will:*

C13.4.1 Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada.

C13.4.2 Explain that **democracy** involves voting, majority rule, and setting rules.

C13.4.3 Describe the criteria for Nevada citizenship.

C13.4.4 Discuss the symbolic importance of the Pledge of Allegiance.

C13.4.5 Explain why we celebrate Nevada Day.

### The Federal System

*It is expected that students will:*

C14.4.1 Describe the relationship between classroom and school rules.

C14.4.2 Name the current President of the United States.

C14.4.3 Name the current governor of Nevada.

C14.4.4 Explain why **local governments** are created.

## SOCIAL STUDIES GRADE FOUR (continued)

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C14.4.5 Name the three branches of state government.

C14.4.6 Understand the role of courts.

### **The Political Process**

*It is expected that students will:*

C15.4.1 Describe the qualities of a leader.

C15.4.2 Define and give examples of state and local **interest groups**.

C15.4.3 Identify sources of information people use to form an opinion.

### **Global Relations**

*It is expected that students will:*

C16.4.1 Identify their county, city, state, and country.