

Social Studies Standards: Fourth Grade

Lake-Lehman School District Social Studies Standards: Fourth Grade Civics/Government

Standard 5.1 Principles and Documents of Government

CS 5.1.6.A Explain the purposes of government.

1. *Control, organize society in general*
2. *Protect individual rights*
3. *Provide public services*
4. *Provide for the common defensive/national security*

CS 5.1.6.B Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world.

CS 5.1.6.C Describe the principles and ideals shaping government. (Integrated into Language Arts)

1. *Equality*
2. *Majority rule/Minority rights*
3. *Popular sovereignty*
4. *Privacy*
5. *Checks and Balances*
6. *Separation of powers*

CS 5.1.3.D Identify the document which created PA.

1. *Charter of 1681*

CS 5.1.6.D Explain the basic principles and ideals within documents of PA government.

1. *Charter of 1681 (William Penn Museum)*
2. *Charter of Privileges*
3. *PA Constitution*
4. *PA Declaration of Rights*

CS 5.1.6.E Explain the basic principles and ideals within documents of US government.

1. *Liberty*
2. *Pursuit of Happiness*
3. *Freedom*

CS 5.1.6.F Explain the meaning of the Preamble to the Constitution of the Commonwealth of PA and compare it to the Preamble of the Constitution of the US.

CS 5.1.6.G Describe the proper use, display and respect for the US Flag and explain the significance of patriotic activities.

1. *Recite The Pledge of Allegiance*
2. *Standing for The National Anthem*

Social Studies Standards: Fourth Grade

CS 5.1.3.H Identify framers of documents of governments.

1. *PA*
2. *US*

CS 5.1.6.H Describe the roles played by the framers of the basic documents of governments of PA and the US. (Integrate into Language Arts)

CS 5.1.6.I Describe and compare the making of rules by direct democracy and by representative democracy.

1. *Direct democracy*
2. *Representative democracy*

CS 5.1.6.J Describe how the government protects individual rights and promotes the common good.

CS 5.1.6.K Describe the purpose of symbols and holidays.

CS 5.1.6.L Explain the role of courts in resolving conflicts involving the principles and ideals of government.

1. *Local*
2. *State*
3. *Federal*

CS 5.1.6.M Explain the basic principles and ideals found in famous speeches and writings (e.g., "Governments, like clocks, go from the motion people give them," William Penn; "A date that will live in infamy," F.D.R.)

Standard 5.2 Rights and Responsibilities of Citizenship

CS 5.2.6.A Compare rights and responsibilities of citizenship.

1. *Political rights*
2. *Economic rights*
3. *Personal responsibilities for the individual and to society*
4. *Civic responsibilities of the individual and to society*
5. *Traits of character of individuals and to constitutional democracy*

CS 5.2.6.B Explain the relationship between rights and responsibilities.

CS 5.2.6.C Explain ways citizens resolve conflicts in society and government.

CS 5.2.6.D Describe the importance of political leadership and public service.

CS 5.2.6.E Identify examples of the rights and responsibilities of citizenship.

1. *Voting*
2. *Paying taxes*
3. *Belief in the "common good"*
4. *Volunteerism*

Social Studies Standards: Fourth Grade

CS 5.2.6.F Describe the impact of the consequences of violating rules and laws in a civil society.

1. *Increased taxes*
2. *Public services increased - local, state, national security*
3. *Police force, incarceration institutions*

CS 5.2.6.G Explain the importance of participating in government and civic life.

Standard 5.3 How Government Works

CS 5.3.6.A Compare the structure, organization and operation of local, state, and national governments.

CS 5.3.6.B Describe the responsibilities and powers of the three branches of government (local, state, national).

1. *Executive*
2. *Legislative*
3. *Judicial*

CS 5.3.6.C Explain how government actions affect citizens' daily lives.

1. *Education*
2. *Transportation (traffic laws)*
3. *Consumer protection*
4. *Protection of individual rights and responsibilities*

CS 5.3.6.D Describe how local, state and national governments implement their services.

CS 5.3.6.E Identify major leaders of local, state and national governments, their primary duties and their political party affiliation.

CS 5.3.6.F Describe the voting process.

1. *Local*
2. *State*
3. *National*
4. *Voter registration*
5. *Primary Elections*
6. *Caucuses*
7. *National Conventions*
8. *General Elections*
9. *Electoral College*

CS 5.3.6.G Describe how the government protects individual rights.

1. *Presumption of Innocence*
2. *Right to Counsel*
3. *Trial by Jury*
4. *Bill of Rights*
5. *Right of Appeal*
6. *Due Process*
7. *Equal protection*

Social Studies Standards: Fourth Grade

CS 5.3.6.H Identify individual interests and how they impact government.

CS 5.3.6.I Describe why and how government raises money to pay for its operations and services.

1. *Local taxes*
2. *State taxes*
3. *Federal taxes*

CS 5.3.6.J Describe the influence of media in reporting issues.

CS 5.3.6.K Describe forms of government.

1. *Limited*
2. *Unlimited*
3. *Autocracy*
4. *Democracy*
5. *Oligarchy*
6. *Republic*

Standard 5.4 How International Relationships Function

CS 5.4.6.A Explain the concept of nation-states.

CS 5.4.6.B Describe how nation-states coexist in the world community.

CS 5.4.6.C Describe the governments of the countries bordering the US and their relationships with the US.

CS 5.4.6.D Describe the processes that resulted in a treaty or agreement between the US and another nation-state.

CS 5.4.6.E Explain how nations work together on common environmental problems, natural disasters and trade.

1. *Governmental (e.g., NATO, World Court, OAS, United Nations)*
2. *Non-Governmental (e.g., International Red Cross, Amnesty International, World Council of Churches, Green Peace)*

Social Studies Standards: Fourth Grade

Lake-Lehman School District Social Studies Standards: Fourth Grade Economics

Standard 6.1 Economic Systems

CS 6.1.6.A Describe and identify the characteristics of traditional, command (e.g., Feudial Lord, autocracy) and market economic systems.

CS 6.1.6.B Explain the three basic questions that all economic systems attempt to answer.

1. *What goods and services should be produced?*
2. *How will goods and services be produced?*
3. *Who will consume goods and services?*

CS 6.1.6.C Define measures of economic activity and relate them to the health of the economy.

1. *Prices, e.g., gas prices*
2. *Employment/Unemployment*
3. *Output*

CS 6.1.6.D Explain the importance of expansion and contraction on individual businesses (e.g., gourmet food shops, auto repair shops, ski resorts).

Standard 6.2 Markets and the Functions of Governments

CS 6.2.6.A Describe market transactions in terms of goods, services, consumers and producers.

1. *Goods*
2. *Services*
3. *Consumers*
4. *Producers*
5. *School building activities, e.g., school store*

CS 6.2.6.B Describe the cost and benefits of competition to customers in markets.

CS 6.2.6.C Explain the function of money and its use in society.

CS 6.2.6.D Define economic institutions (e.g., banks, labor unions).

1. *Banks*
2. *Churches*
3. *Private, Parochial Schools*
4. *Salvation Army*
5. *Fund raising Organizations*

CS 6.2.6.E Explain how the interaction of buyers and sellers determines prices and quantities exchanged, (Supply and Demand).

Social Studies Standards: Fourth Grade

CS 6.2.6.F Describe how prices influence both buyers and sellers and explain why prices may vary for similar products. (Integrate with Math)

CS 6.2.6.G Explain how taxes affect the price of goods and services.

1. *Gas tax*
2. *Cigarette tax*
3. *Property tax*
4. *Sales tax*
5. *Income tax*
6. *Regressive*
7. *Progressive*

CS 6.2.6.H Describe the Pennsylvania and United States governments' roles in monitoring economic activities.

1. *Economic growth and stability*
2. *Legal frameworks*
3. *Other economic goals (e.g., environmental protection, competition)*
4. *Macroeconomics (e.g., tariffs and quotas, exchange rates, trade balance)*
5. *Microeconomics (e.g., price controls, monopolies, cartels)*

CS 6.2.6.I Identify and describe public goods.

1. *Goods and Services provided by the government*
2. *Public Parks*
3. *Post Office*
4. *State (liquor) Store*

CS 6.2.6.J Explain the cost and benefits of taxation.

CS 6.2.6.K Explain how advertisements influence perceptions of the costs and benefits of economic decisions.

1. *Propaganda (ad strategies; forms of propaganda) – (Integrate with LA)*
2. *Commercials - how ads influence my choice*

Standard 6.3 Scarcity and Choice

CS 6.3.6.A Explain how scarcity influences choices and behaviors.

1. *Personal decision-making*
2. *Family decision-making*
3. *Community decision-making*

CS 6.3.6.B Explain how limited resources and unlimited wants cause scarcity in society.

CS 6.3.6.C Describe the human, natural and capital resources used to produce a specific good or service.

1. *Natural resources*
2. *Human resources, e.g., volunteerism, labor force*
3. *Capital resources, e.g., banks, money, industrial resources*

Social Studies Standards: Fourth Grade

CS 6.3.6.D Explain the costs and benefits of an economic decision (Integrate with Math).

CS 6.3.6.E Define opportunity cost and describe the opportunity cost of a personal choice.

1. *Personal budget*
2. *Money*
3. *Personal taste*

CS 6.3.6.F Explain how negative and positive incentives affect choices people make.

1. *Peer influence*
2. *Marketing/advertisement*

Standard 6.4 Economic Interdependence

CS 6.4.6.A Explain the advantages and disadvantages of specialization and division of labor.

1. *Relate to school, e.g., chores*

CS 6.4.6.B Explain how specialization leads to more trade between people and nations (relate on students' level, e.g., electronics).

CS 6.4.6.C Identify and define imports, exports, inter-regional trade and international trade.

CS 6.4.3.D Identify local resources (see CS 6.3.3.C).

1. *Natural (renewable, non-renewable and flow resources)*
2. *Human*
3. *Capital*

CS 6.4.6.D Explain how the locations of resources, transportation and communication networks and technology have affected PA economic patterns.

1. *Agriculture (e.g., farms, guest workers)*
2. *Forestry (e.g., logging)*
3. *Interstate highway system and sea and inland ports (e.g., movement of goods)*
4. *Mining and mineral extraction (e.g., coal fields)*
5. *Manufacturing (e.g., steel mills)*
6. *Wholesale and retail (e.g., super stores, internet)*
7. *Communication technologies (e.g., facsimile transmission, satellite-based communications)*

CS 6.4.6.F Explain how opportunity costs influence where goods and services are produced locally and regionally.

1. *Labor costs*
2. *Cost of materials*
3. *Transportation costs*

Social Studies Standards: Fourth Grade

CS 6.4.6.G Describe geographic patterns of economic activities in PA.

1. *Agriculture*
2. *Travel and tourism*
3. *Mining and mineral extraction*
4. *Manufacturing*
5. *Wholesale and retail*
6. *Health services*

Standard 6.5 Work and Earnings

CS 6.5.6.A Recognize that the availability of goods and services is the result of work by members of the society.

CS 6.5.6.B Explain the concept of labor productivity.

CS 6.5.6.C Compare the number of employees at different businesses.

CS 6.5.6.D Explain how profits and losses serve as incentives.

CS 6.5.6.E Describe how people accumulate tangible and financial assets through income, saving, and financial investment.

CS 6.5.6.F Identify entrepreneurs in PA

1. *Historical*
2. *Contemporary*

CS 6.5.6.G Identify the costs and benefits of saving.

1. *Piggy banks*
2. *Savings accounts*
3. *US Savings Bonds*

Social Studies Standards: Fourth Grade

Lake-Lehman School District Social Studies Standards: Fourth Grade Geography

Standard 7.1 Basic Geography Literacy

CS 7.1.6.A Describe geographic tools and their uses.

1. *Basis on which maps, graphs and diagrams are created*
 - a. *Aerial and other photographs*
 - b. *Reference works*
 - c. *Field observations (collecting information for mapping)*
 - d. *Surveys*
2. *Geographic representations to display spatial information*
 - a. *Absolute location (EXACTLY WHERE YOU ARE, e.g., zip codes, latitude/longitude, area codes)*
 - b. *Relative location (using cardinal and intermediate directions; general descriptive location)*
 - c. *Flows (e.g., goods, people, traffic)*
 - d. *Topography (shape of the Earth)*
 - e. *Historic events*
3. *Mental maps to organize an understanding of the human and physical features of PA and the home county*
4. *Basic spatial elements for depicting the patterns of physical and human features*
 - a. *Point, line, area, location, distance, scale (Integrated with Math)*
 - b. *Map grids*
 - c. *Alpha-numeric system (e.g., road maps, degrees of longitude and latitude)*
 - e. *Intermediate directions*

CS 7.1.6.B Describe and locate places and regions

1. *Coordinate systems (e.g., latitude, longitude and time zones)*
2. *Physical features*
 - a. *In PA (e.g., Coastal Plain, Piedmont, Appalachians)*
 - b. *In the US (e.g., Great Lakes, Rocky Mts., Great Plains)*
3. *Human features*
 - a. *Countries*
 - b. *States*
 - c. *Provinces*
 - d. *Major human regions (Mid Atlantic, New England, Southwest)*
 - e. *Counties*
 - f. *Townships*
 - g. *Major cities (state, nation, world)*
4. *Ways in which different people view places and regions (e.g., as places to visit or to avoid)*
5. *Community connections to other places*
 - a. *Dependence and interdependence*
 - b. *Access and movement*

Social Studies Standards: Fourth Grade

Standard 7.2 The Physical Characteristics of Places and Regions

CS 7.2.6.A Describe the physical characteristics of places and regions.

1. *Components of Earth's physical systems (e.g., clouds, storms, relief and elevation - topography, tides, biomes, tectonic plates) – (Integrate with Science)*
2. *Comparison of the physical characteristics of different places and regions (e.g., soil, vegetation, climate, topography) – (Integrate in Science)*

CS 7.2.6.B Describe the physical processes that shape patterns on Earth's surface, (Integrate with Science).

1. *Earth-sun relationships (e.g., differences between equinoxes and solstices, reasons they occur and their relationship to latitude)*
2. *Climate types (e.g., marine west coast, humid continental, tropical wet and dry)*
3. *Climate change, (e.g., global warming/cooling, desertification, glaciations)*
4. *Plate tectonics*
5. *Hydrologic cycle (water cycle); (Integrate with Science)*

Standard 7.3 The Human Characteristics of Places and Regions

CS 7.3.6.A Describe the human characteristics of places and regions by their population characteristics.

1. *Spatial distribution, size, density and demographic characteristics of population at the county and state level*
2. *Causes of human movement*
 - a. *Mobility (e.g., shopping, commuting, recreation)*
 - b. *Migration models (e.g., push/pull factors, barriers to migration)*

CS 7.3.6.B Describe the human characteristics of places and regions by their cultural characteristics.

1. *Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions) – (Integrate with Language Arts)*
2. *Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)*

CS 7.3.6.C Describe the human characteristics of places and regions by their settlement characteristics.

1. *Current and past settlement patterns in the local area*
2. *Factors that affect the growth and decline of settlements (e.g., immigration, transportation development, depletion of natural resources, site and situation)*

CS 7.3.6.D Describe the human characteristics of places and regions by their economic activities.

1. *Spatial distribution of economic activities in the local area (e.g., patterns of agriculture, forestry, mining, retailing, manufacturing, services)*
2. *Factors that influence the local and spatial distribution of economic activities (e.g., market size for different types of business, accessibility, modes of transportation used to move people, goods and materials)*

Social Studies Standards: Fourth Grade

3. *Spatial distribution of resources and their relationship to population distribution*
 - a. *Historical settlement patterns and natural resource use (e.g., waterpower sites along the Fall Line)*
 - b. *Natural resource-based industries (e.g., agriculture, mining, fishing, forestry)*

CS 7.3.6.E Describe the human characteristics of places and regions by their political activities.

1. *Spatial pattern of political units in Pennsylvania*
2. *Functions of political units (e.g., counties, municipalities and townships, school districts, PA General Assembly districts [House and Senate], U.S. Congressional districts, states)*

Standard 7.4 The Interactions Between People and Places

CS 7.4.6.A Describe the impacts of physical systems on people.

1. *How people depend on, adjust to and modify physical systems on regional scale (e.g., coastal industries, development of coastal communities, flood control)*
2. *Ways in which people adjust to live in hazard-prone areas (e.g., California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes, Wyoming Valley and floods)*

CS 7.4.6.B Describe the impact of people on physical systems.

1. *Changing spatial patterns on Earth's surface that result from human activities (e.g., creation of state parks and forests throughout PA)*
2. *Ways human adjust their impact on the habitat (e.g., endangered species act, replacement of wetlands, logging and replanting trees)*

Social Studies Standards: Fourth Grade

Lake-Lehman School District Social Studies Standards: Fourth Grade History

Standard 8.1 Historical Analysis and Skills Development

CS 8.1.6.A Explain chronological thinking.

1. *Calendar time*
2. *Time lines*
3. *Patterns of continuity and change*
4. *Sequential order*
5. *Context for events*

CS 8.1.6.B Explain and define historical comprehension.

1. *Literal meaning of a historical passage*
 - a. *Explain the meaning*
2. *Data in historical maps, graphs and tables*
3. *Historical perspectives*
 - a. *Understanding the relationships of events and their relative importance*
4. *Mathematical data from graphs and tables*
5. *Visual data presented in historical evidence (e.g., historic places, monuments)*

CS 8.1.6.C Explain the fundamentals of historical interpretation.

1. *Difference between fact and opinion (Relative to Language Arts Standards)*
2. *Multiple points of view*
3. *Illustrations in historical stories*
4. *Cause and result*
5. *Author or source of historical narratives*
6. *Central issues*
 - a. *Understanding the core events*

CS 8.1.6.D Describe and explain historical research.

1. *Event (time and place)*
2. *Facts, folklore and fiction*
3. *A historical question*
4. *Primary Sources*
5. *Secondary Sources*
6. *Conclusions/Culminations (e.g., simulations, group projects, skits and plays)*
(Integrate with Language Arts)

Standard 8.2 Pennsylvania History

CS 8.2.3.A Recognize the importance of individuals and groups who have made a difference in the history of Pennsylvania.

1. *William Penn*
2. *Ben Franklin*

Social Studies Standards: Fourth Grade

3. *Pennsylvanians impacting American culture (e.g., John Chapman "Johnny Appleseed", Betsy Ross, Marian Anderson)*
4. *Local historical figures in municipalities and counties*

CS 8.2.6.A Explain the importance of individuals and groups who have made a difference in PA from the beginnings of recorded history in the land that became PA to 1815.

1. *Inhabitants (e.g., Native Americans, Europeans, Africans)*
2. *Political leaders (e.g., King Charles II, William Penn, Ben Franklin)*
3. *Cultural and commercial leaders (e.g., Robert Morris, James Forten, John Bartram)*
4. *Military leaders (e.g., Anthony Wayne, Oliver H. Perry, George Washington)*
5. *Reformers (e.g., Abolitionists, Religious Reformers)*

CS 8.2.3.B Identify and describe the importance of historical evidence in PA.

1. *Documents, writings and oral traditions (e.g., Penn's Charter, U.S. Declaration of Independence, PA "Declaration of Rights")*
2. *Artifacts, architecture and historic places (e.g., local historical sites, museum collections, Independence Hall, Flag of PA, the Keystone)*
3. *The Arts and culture (e.g., mural paintings "Vision of Penn" by Violet Oakley, tile pavement in the PA Capitol by Henry C. Mercer, Penn statue by Alexander Calder)*
4. *Liberty Bell*
5. *Official Commonwealth symbols (e.g., the KEYSTONE, flower, tree, bird)*

CS 8.2.6.B Identify and explain the importance of historical evidence in PA.

1. *Documents, writings and oral traditions (e.g., "Poor Richard's Almanac" - B. Franklin; Declaration of Independence; Ten Amendments - Bill of Rights)*
2. *Artifacts, architecture and historic places (e.g., Native Am. tools and shelter, log cabin, Conestoga wagon, PA rifle, Liberty Bell, Fort Pitt Blockhouse, Carpenters Hall, PA Statehouse, Society of Friends Meeting House)*
3. *The Arts and culture (e.g., Free Library of Phila., Phila. Zoo, Phila. Museum of Art) (Integrate with Art)*

CS 8.2.3.C Identify continuity and change in the history of PA.

1. *Commerce and industry (e.g., jobs, trade, environmental change)*
2. *Education (e.g., changes in population able to be educated)*
3. *Innovations (e.g., ideas, technology)*
4. *Politics (e.g., rules, regulations, laws)*
5. *Settlement patterns (e.g., farms, towns, rural communities, cities)*
6. *Social organization (e.g., relationships of individuals, families, groups, communities)*
7. *Transportation (e.g., methods of moving people and goods over time)*
8. *Women's movement (e.g., changes in roles and rights over time)*

CS 8.2.6.C Explain continuity and change in the history of PA.

1. *Commerce and industry (e.g., iron production, sailing, home production, craftsmen)*
2. *Education (e.g., schools in the colony)*
4. *Politics (e.g., The Mason-Dixon Line, PA's acquisition and detachment of the "lower three counties," colony of PA becomes a state/commonwealth, movements of State capital)*
5. *Settlement patterns (e.g., Delaware and Iroquois, Dutch and Swedes, Westward expansion, development of towns)*
6. *Social organization (e.g., trade and development of cash economy)*
7. *Transportation (e.g., trade routes)*

Social Studies Standards: Fourth Grade

8. *Women's movement (e.g., voting qualifications, role models)*

CS 8.2.6.D Explain conflict and cooperation impacting PA history.

1. *Domestic instability (e.g., incursion of the Iroquois, religious diversity, toleration and conflict)*
2. *Labor Relations (e.g., indentured servants)*
3. *Racial and ethnic relations (e.g., the Walking Purchase, Penn's Treaties with Native Americans, the Underground Railroad in PA, the abolition of slavery in PA)*
4. *Immigration (e.g., Germans, Irish)*
5. *Military conflicts (e.g., Eng. struggle for control of land, Fr. & Ind. War, Pontiac's Rebellion, Yankee-Pennimite Wars, PA & the Am. War for Indep., Sullivan's expedition, the Wyoming Massacre, the Whiskey Rebel., PA & War of 1812)*

Standard 8.3 United States History

CS 8.3.3.A Recognize the importance of individuals who have made a difference in the US.

4. *T. Roosevelt*
5. *F. D. R.*
6. *Individuals who are role models (e.g., Abigail Adams, Sacajawea, Frederick Douglass, Clara Barton, Jackie Robinson, Rosa Parks, Archbishop Patrick Flores, Jamie Escalante, Sally Ride, Cal Ripken, Jr., Tiger Woods, Sammy Sosa)*

CS 8.3.6.A Explain the importance of individuals and groups who have made a difference from the beginnings of recorded history in the land that became the US to 1815.

1. *Native Americans (e.g., Pocahontas, Squanto, Sacajawea, Joseph Brant)*
2. *Africans (e.g., Estevanico, Gabriel Prossor, Toussaint 'Ouverture)*
3. *European settlers (e.g., Br., Fr., Sp., early colonial leaders)*
4. *Political leaders (e.g., John Adams, Thomas Jefferson, John Marshall, James Madison, Alexander Hamilton)*
5. *Cultural and commercial leaders (e.g., B. Franklin, Paul Revere)*
6. *Military leaders (e.g., G. Washington, Meriwether Lewis, Benedict Arnold)*
7. *Reformers (e.g., Junipero Serra, Roger Williams)*

CS 8.3.6.B Identify and explain the importance of historical evidence that traces the philosophical values and beliefs of the nations and individuals that founded the US.

1. *Documents (e.g., Mayflower Compact, NW Ordinance, Dec. of Indep., US Constitution, Bill of Rights, Amendments 11 and 12, Washington Farewell Address)*
2. *18th century writings and communications (e.g., Thomas Paine's Common Sense, Ben Franklin's "Join, or DIE" editorial cartoon; Paul Revere's "Boston Massacre" engraving; Patrick Henry's "Give me Liberty or Give me death")*
3. *Historic places (e.g., Cahokia Mounds, Spanish Missions, Acoma Pueblo, Jamestown, Boston Commons, Fort McHenry, Monticello, USS Constitution)*

CS 8.3.6.C Explain continuity and change in the history of the US.

1. *Commerce and industry (e.g., fur trade, development of cash crops)*
2. *Innovations (e.g., cotton gin, Whitney; wooden clock, Baneker; stove, Franklin)*

Social Studies Standards: Fourth Grade

3. *Politics (e.g., Andrew Hamilton's defense of John Peter Zenger, Boston Tea Party, Albany Plan, 1st Continental Congress, Constitutional Convention and Great Compromise, Marbury v. Madison)*
4. *Settlement patterns (e.g., frontier settlements, slave plantation society, Westward Movement)*
5. *Social organization (e.g., community structure on the frontier, cultural and language barriers)*
6. *Transportation and trade (e.g., methods of overland travel, water transportation, National Road)*
7. *Women's movement (e.g., changing role of women, Margaret Brent's effort to vote, soldier Deborah Sampson, Abigail Adam's "Remember the Ladies" letter)*

CS 8.3.6.D Explain conflict and cooperation impacting the US.

1. *Domestic instability (e.g., personal freedom and persecution, religious strife, Salem Witch Trials, sectional differences, taxation without representation, Whiskey Rebellion, Shays Rebellion)*
2. *Labor relations (e.g., early union efforts, 10-hour day, women's role, guilds)*
3. *Racial and ethnic relations (e.g., cooperation and among Native Americans and European settlers, slave uprisings, "Colored" troops in the Revolution, limited suffrage)*
4. *Immigration/Migration (e.g., western settlements, Louisiana Purchase)*
5. *Military conflicts (e.g., struggle for control of North America by Europeans and Native Americans, French and Indian War, Am. Revolutionary War, War of 1812, Native American opposition to American expansion)*

Standard 8.4 World History

CS 8.4.6.A Recognize the importance of individuals and groups who have made a difference in the history of the world.

1. *Africa (e.g., Nelson Mandela, Desmond Tutu, F.W. De Klerk, Pieter Botha, African National Congress, Asians, Afrikaner, Umkhonto we Sizwe, Coloureds, Truth and Reconciliation Commission)*
2. *Americas (e.g., Francisco Pizarro, Atahualpa, Aztecs, Incas, Spanish, Montezuma, Hernando Cortez)*
3. *Asia (e.g., Tokugawa Ieyasu, Toyotomi clan, shogun Iemitsu, Commodore Perry, daimyo, Meiji Restoration)*
4. *Europe (e.g., Pope Leo X, Roman Catholic Church, John Calvin, Martin Luther, John Knox, Ignatius of Loyola, Charles V)*

CS 8.4.6.B Identify and describe the importance of historical evidence.

1. *Africa (e.g., Prohibition of Marriages Act, prison on Robben Island)*
2. *Americas (e.g., Tenochtitlan, Aztec masks)*
3. *Asia (e.g., samurai sword, Commodore Perry's Black Ships)*
4. *Europe (e.g., Ninety-Five Theses, Wittenberg Castle Church)*

CS 8.4.6.C Contrast historical change and continuity within societies.

1. *Africa (e.g., Apartheid in South Africa)*
2. *Americas (e.g., Impact of European conquest on Amerindians)*
3. *Asia (e.g., Japanese society prior to the Meiji Restoration)*
4. *Europe (e.g., Impact of the Great Schism and Reformation on Papal Domination)*

Social Studies Standards: Fourth Grade

CS 8.4.3.D Identify similarities and differences in world religions.

1. *Holidays and traditions*

CS 8.4.6.D Describe the historical origins of major world religions.

1. *Judaism*
2. *Buddhism*
3. *Confucianism*
4. *Christianity*
5. *Hinduism*
6. *Islam*
7. *Shinto*