



BROWNELL TALBOT

Fourth Grade Prioritized Social Studies Standards

The scope and sequence of standards listed are from the NCSS (National Council of Social Studies). The NCSS standards guide teachers in providing students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Lower School unit concepts (i.e. geography, citizenship, government, community, cultural diversity, and Nebraska history) connect to each of the NCSS themes and spiral from year to year, increasing in complexity and application of understanding through a variety of projects. Grade 4 students dive into Nebraska's rich history, including our state's government, geography, and the connection between historical figures/peoples and events (i.e. Native Americans, famous explorers, The Dust Bowl, Arbor, Day, etc.).

CULTURE

- Understand "culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people
- Understand concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
- Understand how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living
- Understand how culture may change in response to changing needs and concerns
- Understand how individuals learn the elements of their culture through interactions with other members of the culture group
- Understand how peoples from different cultures develop different values and ways of interpreting experience
- Give examples of how information and experiences may be interpreted differently by people from different cultural groups
- Describe the value of both cultural unity and diversity within and across groups
- Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups

TIME, CONTINUITY, & CHANGE

- Understand the study of the past is the story of communities, nations, and the world
- Understand key concepts such as: past, present, future, similarity, difference, and change
- Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts
- Understand key people, events, and places associated with the history of the community, nation, and world
- Understand key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world
- Understand that people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold
- Understand that historical events occurred in times that differed from our own, but often have lasting consequences for the present and future
- Use a variety of sources to learn about the past; Identify examples of both continuity and change, as depicted in stories, photographs, and documents
- Describe examples of cause-effect relationships
- Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences
- Describe how people in the past lived, and research their values and beliefs
- Use historical methods of inquiry and literacy skills to research and present findings

PEOPLE, PLACES, & ENVIRONMENTS

- Understand the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings
- Understand concepts such as: location, direction, distance, and scale
- Understand physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment
- Understand factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live
- Understand physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals
- Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living
- Understand benefits and problems resulting from the discovery and use of resources
- Understand factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs
- Understand tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments
- Ask and find answers to geographic questions related to the school, community, state, region, and world
- Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies
- Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present

INDIVIDUAL DEVELOPMENT & IDENTITY

- Understand individuals have characteristics that are both distinct from and similar to those of others
- Understand individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems
- Understand physical, intellectual, and emotional growth affect individual identity, growth, and interactions with others
- Understand people's interactions with their social and physical surroundings influence individual identity and growth
- Ask and find answers to questions about how individual identity forms and changes
- Explore factors that contribute to personal identity, such as physical attributes, gender, race, and culture
- Evaluate how they can express their own identity and work productively with others

INDIVIDUALS, GROUPS, & INSTITUTIONS

- Understand concepts such as: community, culture, role, competition, cooperation, rules, and norms
- Understand characteristics that distinguish individuals
- Understand that individuals, groups, and institutions share common elements and also have unique characteristics
- Understand the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives
- Understand how the rules and norms of groups to which they belong impact their lives
- Identify and describe examples of tensions between and among individuals, groups, and institutions

POWER, AUTHORITY, & GOVERNANCE

- Understand rules and laws can serve to support order and protect individual rights
- Understand fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state
- Understand fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity
- Understand the basic elements of government in the United States: executive, legislative, and judicial authority
- Understand the ways in which governments meet the needs and wants of citizens
- Ask and find answers to questions about power, authority, and governance in the school, community, and state

PRODUCTION, DISTRIBUTION, & CONSUMPTION

- Writing reports, letters, or brief position statements to describe an issue, actions to address it, and reasons for supporting a particular position over others
- Identify and exercise the rights and responsibilities of citizens
- Develop a position on a school or local issue, and defend it with evidence