

4TH GRADE SOCIAL SCIENCE CHECKLIST
Goals 14 – 18

Illinois Learning Standards A – F
Performance Descriptors

What is important is not that you stick with the grade level suggestion, but that throughout your school district **all** standards are **covered**.

UNITED STATES GOVERNMENT, POLITICAL SYSTEMS & CITIZENSHIP

- _____ List reasons for forming a government.
- _____ Describe the purpose of the Declaration of Independence, and the Illinois and United States Constitutions.
- _____ Recite basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights.
- _____ Differentiate between citizenship by birth or naturalization.
- _____ Discuss some of the responsibilities adults share in maintaining our local governments and communities (e.g., voting at election time, when asked to serve on community boards or committees they join, paying their taxes, serving on juries).
- _____ Defend the position that people in a democracy must have such rights as freedom of speech, freedom of the press, freedom of religion, or freedom of assembly.
- _____ Name people from Illinois who serve in the U.S. Congress.
- _____ Compose a definition for a "national government."
- _____ Summarize the function of the three branches of government found within the state and federal government.
- _____ Compare and contrast how local and state governments provide services to people.
- _____ Distinguish between the powers and responsibilities of local, state, and federal government.
- _____ Explain the significance of the rights and responsibilities students share within a school.
- _____ Predict the consequences of people not acting responsibly in their communities.

- _____ Explain why a person might choose to vote for one candidate for President of the United States over another candidate.
- _____ Identify historical events during which various groups have won their right to participate within the electoral process (e.g., 15th and 19th Amendments).
- _____ Explain why someone would join a non-profit or civic group that serves the common good (e.g., Red Cross).
- _____ Describe a way that a president used political persuasion to shape public policy (e.g., State of the Union Address, press conference, meeting with members of a Congressional committee).
- _____ Identify a controversial issue in the community.
- _____ Identify the names of major contemporary political parties.

UNITED STATES FOREIGN POLICY

- _____ Name an international organization of which the United States is a member (e.g., United Nations).
- _____ Identify the role of the president in making foreign policy decisions.
- _____ Describe how the interests of the United States and other nations may or may not allow for international cooperation.

U.S. POLITICAL IDEAS AND TRADITIONS

- _____ Describe values that have formed the foundation of our American democratic system (e.g., the love of liberty, respect for individual rights).
- _____ Summarize the meaning of the words, sounds, or images in an artistic expression that illustrates the traditions important to our political system and concept of freedom (e.g., music and lyrics to the Star Spangled Banner, painting of George Washington crossing the Delaware River).
- _____ Explain the significance of political symbols and mottoes of the United States (e.g., E Pluribus Unum, the Flag, the Statue of Liberty, the bald eagle, the Great Seal, oaths of office).

- _____ Place a randomly ordered series of events at the proper points on a timeline to differentiate between BCE and CE time.
- _____ Compare life in one region or place during two different time periods using a combination of historical sources.
- _____ Describe historical trends using data supplied on a graph or chart.
- _____ Describe changes in a region or place using an historical atlas.
- _____ List the details found on an historical artifact to determine its manufacture, date, and use.
- _____ Describe aspects of life in a specific period in a specific region or place using a combination of historical sources.
- _____ Locate a web site for the study of history on the World Wide Web.
- _____ Place a series of political events in their proper location on a timeline of United States history. (US)
- _____ List the contributions of significant figures in United States political history (e.g., Thomas Jefferson's writing of the Declaration of Independence). (US)
- _____ Explain why significant events in United States political history are important today. (US)
- _____ Interpret the symbolism of the images/icons found on historical memorials, murals, or monuments. (US)
- _____ Place a series of political events in their proper location on a timeline of World History. (W)
- _____ Describe a political system and/or institution that existed during ancient times. (W)
- _____ Identify western political ideas originating in earlier periods (e.g., elements of democracy in ancient Greece and Rome and medieval England). (W)

ECONOMICS

- _____ Identify the productive resources (human, natural, capital) used in the production of goods and services they use
- _____ Identify alternative uses for a given a set of productive resources.
- _____ Define labor (i.e., human resource used to produce goods and services).

- _____ Explain how wages or salaries (the price of labor) act as incentives for people to provide labor.
- _____ Distinguish between "unemployed" and "non-employed" persons in the economy.
- _____ Identify skills and knowledge needed for a job.
- _____ Identify criteria they use when making consumer choices.
- _____ Identify the opportunity cost of a recent consumer choice they have made.
- _____ Explain that producers will make and sell more of a good or service when the price of that good or service is higher, and will make and sell less when the price is lower.
- _____ Define "entrepreneur."
- _____ Identify examples of entrepreneurs in the community, state, or world.
- _____ Classify examples of human, natural, and capital resources.
- _____ Describe a monetary exchange that students have made and explain why they were willing to exchange money for a good or service.
- _____ Identify current and historical examples of exchange (both barter and monetary).
- _____ Identify the division of labor in a simple production process.
- _____ Identify examples of division of labor in the school or the community.
- _____ Define public goods and services as those that benefit more than one person at the same time and cannot be restricted to only those that pay.
- _____ Explain why private providers do not produce goods and services such as streetlights.
- _____ Name at least two taxes students or adults pay.
- _____ Explain how governmental bodies use taxes.
- _____ Place a series of economic events in their proper location on a timeline of United States history. (US)
- _____ Identify the different types of economic activities of early people in Illinois (e.g., Native Americans, pioneers). (US)

- _____ Describe how the environment affected the economic activities of the early people of Illinois. (US)
- _____ Compare/contrast past economic activities to contemporary economic activities. (US)
- _____ Place a series of economic events in their proper location on a timeline of World History. (W)
- _____ Identify the differences between an agricultural society and a hunting/ gathering way of life. (W)
- _____ Describe the causes and consequences of the first agricultural revolution. (W)
- _____ Discuss the economic conditions of the great ancient civilizations (e.g., Mesopotamian, Egyptian, Aegean/Mediterranean, Asian civilizations) 1000 BCE - 500 CE. (W)

CULTURE, SOCIAL SYSTEMS & SOCIAL HISTORY

- _____ Locate examples/stories of the changing roles of people over time. (US)
- _____ Identify the turning points in local, Illinois, and United States social history. (US)
- _____ Compare the life of people of various social status in the past to people of the same status during another time period. (US)
- _____ Place a series of social events in their proper location on a timeline of World History. (W)
- _____ Compare traditions and customs of a place or world region today with those from the past. (W)
- _____ Compare/contrast the customs and traditions of a past culture with those of another past culture (e.g., Greeks and Egyptians). (W)
- _____ Discuss cultural differences in various geographic regions in the United States.
- _____ Explain the significance of knowing about more than one culture.
- _____ Describe how a culture other than the student's own uses its technology to adapt to its environment.
- _____ Identify changes in cultural traits over time.
- _____ Describe how changes in technology bring about changes in daily life.

_____ Explain how a part of American culture (e.g., Mode of dress, music, architecture) has changed overtime.

_____ Analyze sources of information (e.g., newspapers from other towns, souvenirs, web-sites) that reflect different cultural traits.

_____ Define social institution.

_____ Differentiate between a primary group, a secondary group, and a reference group.

_____ Compare different motivations for the behavior of an individual or group.

_____ Distinguish between norms and laws.

_____ Give examples of peer pressure (e.g., pressure to smoke, drink, join gangs).

_____ Give examples of how technology helps to transform a society.

_____ Use images to describe group behavior.

_____ Describe the function of support systems (e.g., family, youth group).

_____ Distinguish between direct and indirect relationships

ENVIRONMENTAL HISTORY

_____ Place a series of environmental events in their proper location on a timeline of United States history. (US)

_____ Describe how hunter-gatherer cultures in the pre-colonial Illinois country and other regions of North America used the environment in terms of securing food, shelter, clothing, and tools (technology). (US)

_____ Describe how changes in weather/climate affected the physical and cultural features of the environment in the mid-west and other regions of North America using maps, geographic tools, images, and other sources. (US)

_____ Identify the rivers that fostered the growth and development of North America. (US)

_____ Explain how the locations of agricultural and industrial regions of the United States help to understand the nation's growth and development. (US)

_____ Identify on a map of Illinois the lands associated with Native American tribes. (US)

_____ Locate sources about the environment during a specific period of Illinois or United States history using the World Wide Web. (US)

_____ Place a series of environmental events in their proper location on a timeline of World History. (W)

_____ Describe how hunter-gatherer cultures used the environment in terms of securing food, shelter, clothing, and tools (technology). (W)

_____ Identify the rivers that fostered the growth and development of early world civilizations. (W)

_____ Identify on a map the major food-producing regions of the world. (W)

_____ Explain how the location of the major industrial regions of the world fostered their growth and development. (W)

_____ Identify on a map the location of the major civilizations of the world, over time. (W)

_____ Locate sources about the environment during a specific period of world history using the World Wide Web. (W)

GEOGRAPHY

_____ Describe the location of countries relative to the locations of other countries.

_____ Locate the principal parallels and meridians on maps and globes.

_____ Create a map of the local community containing basic elements (e.g., lines, points, symbols).

_____ Evaluate maps drawn to different scales to determine the one most useful for describing the characteristics of a place.

_____ Locate on maps, major bodies of water and river systems in Illinois, the United States, and the world.

_____ Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food).

_____ Explain how the length of day can influence human activities in different regions of the world (e.g., use of daylight savings time, school schedules in the United States, summer and winter activities in areas north of the Arctic Circle).

_____ Describe your feelings about some element of the physical environment (e.g., forests, beaches, snow-covered hills, your favorite area in the neighborhood).

_____ Interpret a diagram or use a globe to show Earth's rotation on its axis to explain the causes of day and night.

_____ Recognize that people can work together to preserve and protect the natural resources and environment.

_____ Discuss how different groups of people in the world adapt to the physical and human environment to meet their needs.

_____ Compare ways in which people in urban and rural communities meet their needs from the environment.

_____ Explain how environmental problems may result from the use of technology and ways that technology might be used to solve environmental problems.

_____ Identify resources whose value has changed over time as technology has changed.

_____ Observe, describe, and record changes in the local environment over time.

_____ Organize a series of pictures to show landscape changes from prairie to farmland.

_____ Compare historical and contemporary perceptions people have of the same place using landscape paintings, photographs, maps, and narratives.

_____ Describe the geographic history of the community using old maps, photographs, and interviews with older residents.

_____ Analyze how the physical features of Illinois have affected the settlement patterns of the state (e.g., rivers, valleys, prairie).