

## Grade 4 Social Studies Standards

DOMAIN: Catholic Identity			
Code: CI	Strand: Catholic Identity	Rating	Completed
4.CI.1	Understand and value different ethnicities and cultures.	Priority	
4.CI.2	Formulate Christian attitudes toward conflict resolution.	Priority	
4.CI.3	Recognize the Catholic influence including Missionaries in Arizona history.	Priority	
4.CI.4	4.CI.4 Identify traits of character (i.e., responsibility, respect, perseverance, loyalty, integrity, involvement, justice, and tolerance) that are important to the preservation and improvement of community/democracy.	Priority	
DOMAIN: History			
Code: H	Strand: History	Rating	Completed
4.H.1	Explain the history of the regions of the U.S.	Priority	
4.H.2	Determine the impact that various nationalities have had on the U.S.	Supporting	
4.H.3	Describe the political and economic reasons (i.e., trade routes, gold) for Spanish, English, French, and Portuguese explorations of the Americas.	Priority	
Code: AH	Strand: Arizona History	Rating	Completed
4.AH.1	Describe the legacy and cultures of prehistoric people in Arizona (Mogollon, Ancestral Puebloans (Anasazi), and Hohokam).	Priority	
4.AH.2	Identify other groups (i.e. Patayan, Sinagua, Salado) residing in the Southwest during this period.	Supporting	
4.AH.3	Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States. (Cabeza de Vaca, Estevan, Fray Marcos de Niza, Francisco Vásques de Coronado, and Cardenza).	Priority	
4.AH.4	Describe the impact of Spanish colonization on the Southwest (missions, Father Kino).	Priority	
4.AH.5	Describe the location and cultural characteristics of Native American tribes (i.e., O'odham, Apache, Hopi) during the Spanish period to present day.	Priority	
4.AH.6	Analyze and list the reasons for the influence of early American explorers in AZ.	Priority	
4.AH.7	Introduce the Mexican War and its effects on AZ.	Priority	
4.AH.8	Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.	Priority	
4.AH.9	Describe the influence of American explorers and trappers (i.e., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.	Priority	

4.AH.10	Describe events that led to Arizona becoming a possession of the United States: a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe Hidalgo) c. Gadsden Purchase.	Priority	
4.AH.11	Describe the conflict of cultures that occurred between settlers and Arizona Native Americans: a. Indian Wars b. Navajo Long Walk c. Arizona becomes a territory.	Priority	
4.AH.12	Describe the impact of Native Americans, Hispanics, and settlers on the culture of Arizona (i.e., art, language, architecture, mining, ranching).	Priority	
4.AH.13	Describe events in Arizona during the Civil War: a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory.	Supporting	
4.AH.14	Describe the economic development of Arizona: a. mining b. ranching c. farming and dams/irrigation d. tourism	Priority	
4.AH.15	Describe the impact of innovations in transportation (i.e., steamboats, freighting, stagecoaches, railroads) that helped Arizona’s growth and economy.	Supporting	
4.AH.16	Identify key individuals and groups (i.e., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise, Jack Swilling) related to Arizona territorial days and early statehood.	Priority	
4.AH.17	Describe Arizona’s transition from territory to statehood: a. locations of state capital b. founding people.	Priority	
4.AH.18	Recognize that Arizona changed from a territory to a state on February 14, 1912.	Priority	
4.AH.19	Recognize the formation of Native American communities and reservations in Arizona (i.e., Gila River Reservation, Yaquis, Colorado River Indian Tribes).	Priority	
4.AH.20	Define reservations and analyze reasons for existence of reservations in Arizona.	Supporting	
4.AH.21	Describe the impact of World War II on Arizona and its inhabitants (i.e., economic boost, military bases, Native American, Navajo code talkers, and Hispanic contributions, POW camps, relocation of Japanese Americans; i.e., limited goods, women worked in factories, increased factories, increased patriotism).	Priority	
4.AH.22	Describe changes in Arizona (i.e., population growth, economic growth, cultural diversity, civil rights) that have taken place since World War II.	Supporting	
<b>DOMAIN: Government</b>			
<b>Code: AGOV</b>	<b>Strand: Arizona Government</b>	<b>Rating</b>	<b>Completed</b>
4.AGOV.1	Identify and explain the functions of each branch of Arizona’s state government (recognize tribal governance).	Priority	

4.AGOV.2	Analyze and understand the importance of Arizona symbols (i.e., seal, flag, the “5 C’s”, [cotton, climate, cattle, copper, and citrus]).	Priority	
<b>DOMAIN: Geography</b>			
<b>Code: G</b>	<b>Strand: Geography</b>	<b>Rating</b>	<b>Completed</b>
4.G.1	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).	Priority	
4.G.2	Discuss geographic knowledge and skills related to current events Geography of Regions.	Priority	
4.G.3.	Identify and explain the geographic regions of the United States.	Priority	
4.G.4	Compare and contrast U.S. regions.	Priority	
4.G.5	Name and locate states, their capitals, and abbreviations.	Priority	
<b>Code: AG</b>	<b>Strand: Arizona Geography</b>	<b>Rating</b>	<b>Completed</b>
4.AG.1	Use maps to locate major physical and human features of Arizona including: Grand Canyon, Mogollon Rim, Colorado River, Gila River, and Salt River Bordering states past/present capitals of Arizona Other major cities in Arizona.	Priority	
4.AG.2	Locate, identify, and compare the regions of Arizona (plateau, mountain, and desert) including physical features and characteristics.	Priority	
4.AG.3	Locate Arizona counties in which major cities are located.	Priority	
<b>DOMAIN: Economics</b>			
<b>Code: E</b>	<b>Strand: Economics</b>	<b>Rating</b>	<b>Completed</b>
4.E.1	Introduce the law of supply and demand.	Priority	
4.E.2	Identify how natural resources affect the growth of different regions.	Priority	
4.E.3	Understand how regions are dependent on each other economically.	Priority	
4.E.4	Describe why state and local governments collect taxes. (i.e., schools, fire, police, libraries).	Priority	
4.E.5	Introduce profit as an incentive to entrepreneurs.	Priority	

### Progression Map for K-4

#### Progression for American Symbols and Traditions

- K: Identify and recognize the American Flag and the Statue of Liberty.  
 Recite the Pledge of Allegiance.  
 Identify the President of the United States.
- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.  
 Identify and recognize the state flag of Arizona.  
 Know the President of the United States and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.  
 Understand the meaning of the American Flag (what the stars and stripes mean).  
 Understand the meaning of the Pledge of Allegiance.  
 Learn the National Anthem and “America the Beautiful.”
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.

- 4: Understand proper etiquette for care and handling of the American Flag.
- Recognize the Seal of the United States.
  - Know all the states and capitals.
  - Know the governor of the state.
  - Recognize National Landmarks throughout the country.
  - Understand the meaning of the Arizona state flag.
  - Recognize the current President.