South Dakota Social Studies

Grade 4

WORLD HISTORY: 60 B.C.E.-C.E. 1300

1 **Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade.** 4.SS.1

- A The student can use correctly terms related to time periods or dates in history, including 18th century, 19th century, B.C.E., C.E., and C.E. H 4.SS.1.A
- B The student can use a timeline correctly. H 4.SS.1.B
- C The student can recite from memory the following lines from the Declaration of Independence: “When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it…” C 4.SS.1.C
- D The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen. C 4.SS.1.D
- E The student can sing or recite from memory the first stanza of “The Star-Spangled Banner.” HC 4.SS.1.E
- F The student can outline and write a narrative essay of 2-3 paragraphs in length about a historical event. H 4.SS.1.F
- G The student can outline and write an informative essay of 2-3 paragraphs in length about a historical figure. H 4.SS.1.G

2 **The student demonstrates knowledge of American and South Dakota geography.** 4.SS.2

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A The student will create a map and describe the features of America's physical geography, including: G 4.SS.2.A

1 Great Plains 4.SS.2.A.1

2 Missouri River 4.SS.2.A.2

3 Rocky Mountains 4.SS.2.A.3

4 Grand Canyon 4.SS.2.A.4

5 Columbia River 4.SS.2.A.5

B The student will create a map that identifies and spells correctly cities pertinent to American westward expansion, including Cincinnati, Chicago, St. Louis, Detroit, and Omaha. G 4.SS.2.B

C The student locates on a map and compares the following major regions in South Dakota: G 4.SS.2.C

1 Coteau des Prairie 4.SS.2.C.1

2 Great Plains 4.SS.2.C.2

3 James River Valley 4.SS.2.C.3

4 Minnesota Valley Lowland 4.SS.2.C.4

5 Missouri Plateau 4.SS.2.C.5

6 Prairie Plains 4.SS.2.C.6

7 Traverse Gap Continental Divide 4.SS.2.C.7

D The student locates on a map the following major or historical cities in South Dakota: HG 4.SS.2.D

1 Aberdeen 4.SS.2.D.1

2 Deadwood 4.SS.2.D.2

3 Pierre 4.SS.2.D.3

4 Rapid City 4.SS.2.D.4

5 Sioux Falls 4.SS.2.D.5

6 Yankton 4.SS.2.D.6

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3 **The student demonstrates knowledge of the Roman Empire.** 4.SS.3

A The student explains the origins and major events of the Roman civil wars and the triumvirates, including the roles of Cicero, Julius Caesar, and Octavian Caesar. H 4.SS.3.A

B The student explains the major historical events and cultural features of the Roman Empire, including under the rule of Octavian Caesar, the Julio-Claudian dynasty, Hadrian, Marcus Aurelius, and Justinian. H 4.SS.3.B

C The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H 4.SS.3.C

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D The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians. H 4.SS.3.D

E The student explains the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. H 4.SS.3.E

F The student explains the origins of the barbarian invasions and the other factors that led to the fall of the Roman Empire, including political corruption and economic instability arising from opulence. H 4.SS.3.F

4 The student demonstrates knowledge of the Early Middle Ages. 4.SS.4

A The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople. H 4.SS.4.A

B The student explains the establishment of monasteries, the practices of monasticism, and their role in the Middle Ages. H 4.SS.4.B

C The student explains the major ideas and events surrounding the life of Mohammed and their historical effects. H 4.SS.4.C

D The student explains the major historical events, cultural features, stories, and religious contributions of the early Muslims. H 4.SS.4.D

E The student explains the historical events and effects of the Carolingian dynasty, the establishment of the Holy Roman Empire, and the Viking invasions. H 4.SS.4.E

F The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia. H 4.SS.4.F

G The student describes and explains Christian and Muslim art and architecture in the Middle Ages. H 4.SS.4.G

5 The student demonstrates knowledge of the High and Late Middle Ages. 4.SS.5

A The student explains the origin of the Great Schism of 1054 and the Investiture Controversy. H 4.SS.5.A

B The student tells of the Norman Conquest, the rule of King John of England, the signing of the Magna Carta, and the emergence of parliament. H 4.SS.5.B

C The student explains the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades, including the exchange of ideas and culture between Christians and Muslims that took place during these centuries. H 4.SS.5.C

D The student explains the developments and achievements of the High Middle Ages, including the power of the papacy and the founding of mendicant orders. H 4.SS.5.D

E The student explains the history and features of civilizations in Africa, including indigenous religious practices, the influence of Islam and Christianity, the civilizations of Ghana, Mali, and Songhay, and the trans-African slave trade. H 4.SS.5.E

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F The student explains the history and features of civilizations in India, including Hinduism, the caste system, and Mongol and Muslim rule. H 4.SS.5.F

G The student explains the history and features of civilizations in China, including Confucianism and the major dynasties. H 4.SS.5.G

H The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism. H 4.SS.5.H

AMERICAN HISTORY: 1763-1820

6 The student demonstrates knowledge of events leading to the American Revolution. 4.SS.6

A The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom. HC 4.SS.6.A

B The student defines self-government as requiring the rulers to have the permission of the ruled in order to have power to protect the people. C 4.SS.6.B

C The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H 4.SS.6.C

D The student tells the story of the Boston Massacre and John Adams's defense of the British soldiers in the murder trial that followed. H 4.SS.6.D

E The student tells the story of the Boston Tea Party, and explains Great Britain's responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical. H 4.SS.6.E

F The student tells the stories of the following military events prior to a formal declaration of independence, including Paul Revere's ride, the battles of Lexington and Concord, and the Battle of Bunker Hill. H 4.SS.6.F

7 The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders. 4.SS.7

A The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. C 4.SS.7.A

B The student explains the meaning of "created equal," including the founders' argument that each human being has the same dignity and natural rights on account of being human, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C 4.SS.7.B

C The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another. C 4.SS.7.C

D The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C 4.SS.7.D

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E The student explains the meaning of “the consent of the governed,” including the founders’ argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called “self-government.” C 4.SS.7.E

F The student explains how the purpose of government as outlined in the Declaration of Independence is to “secure these rights.” C 4.SS.7.F

G The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation. H 4.SS.7.G

H The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. H 4.SS.7.H

I The student explains how America’s founding based on these words of the Declaration of Independence was unprecedented in human history: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” H 4.SS.7.I

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8 **The student demonstrates knowledge of the War of Independence.** 4.SS.8

A The student tells the biography of George Washington, including: H 4.SS.8.A

1 his upbringing 4.SS.8.A.1

2 his fighting in the French and Indian War 4.SS.8.A.2

3 his ownership of slaves at Mount Vernon 4.SS.8.A.3

4 his crossing of the Delaware River, leadership at Valley Forge, and command at the battles of Trenton and Yorktown 4.SS.8.A.4

5 his presiding at the Constitutional Convention 4.SS.8.A.5

6 his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha 4.SS.8.A.6

7 the building of the Washington Monument 4.SS.8.A.7

B The student tells the biography of Benjamin Franklin, including: H 4.SS.8.B

1 his upbringing 4.SS.8.B.1

2 his scientific experiments and inventions prior to the Revolution 4.SS.8.B.2

3 his roles in uniting the colonies in the Revolution 4.SS.8.B.3

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C The student tells the biography of Thomas Jefferson, including: H 4.SS.8.C

1 his upbringing 4.SS.8.C.1

2 his ownership of slaves at Monticello 4.SS.8.C.2

3 his writing of the Declaration of Independence 4.SS.8.C.3

4 his purchase of Louisiana from France, including present-day South Dakota 4.SS.8.C.4

5 the building of the Jefferson Memorial 4.SS.8.C.5

D The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence. H 4.SS.8.D

E The student explains the meaning of the symbols on the American flag, the proper ways to respect the American flag, and the reasons for this respect. HC 4.SS.8.E

F The student explains the meaning of the symbols on the Great Seal of the United States. C 4.SS.8.F

G The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown. H 4.SS.8.G

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9 The student demonstrates knowledge of the United States Constitution. 4.SS.9

A The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions. C 4.SS.9.A

B The student explains why the Constitutional Convention was assembled. H 4.SS.9.B

C The student explains how a majority can tyrannize over the rights of the minority. C 4.SS.9.C

D The student explains the representative or republican form of government compared to a direct democracy, aristocracy, and monarchy. C 4.SS.9.D

E The student explains how representation prevents tyranny through the following means: C 4.SS.9.E

1 encouraging the selection of the country's most trusted citizens to make the laws 4.SS.9.E.1

2 using reason instead of passion 4.SS.9.E.2

3 holding power only with the consent of the people 4.SS.9.E.3

F The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C 4.SS.9.F

G The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights. C 4.SS.9.G

H The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers. C 4.SS.9.H

I The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C 4.SS.9.I

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10 The student demonstrates knowledge of American citizenship and civic participation. 4.SS.10

- A The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C 4.SS.10.A
- B The student explains how a law is made. C 4.SS.10.B
- C The student explains the legal meaning of "citizen" in the United States, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government. C 4.SS.10.C
- D The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C 4.SS.10.D
- E The student identifies the ways in which citizens engage in politics beyond voting, including through political parties, meeting with elected officials, petitions, attending public meetings, writing, speaking, and assembling. C 4.SS.10.E
- F The student explains the role of charity, volunteerism, and philanthropy in a self-governing country. C 4.SS.10.F
- G The student names and explains the Bill of Rights amendments that guarantee each of the following: free exercise of religion, freedom of speech, and right to trial by jury. C 4.SS.10.G

11 The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812. 4.SS.11

- A The student explains the differences between Alexander Hamilton's and Thomas Jefferson's visions for America's future. H 4.SS.11.A
- B The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest. H 4.SS.11.B
- C The student tells of the major events in George Washington's presidency, including his efforts to remain neutral in the conflict between revolutionary France and Great Britain and the precedents he set for the presidency. H 4.SS.11.C
- D The student reads and discusses the meaning of George Washington's Thanksgiving Proclamation. H 4.SS.11.D
- E The student explains George Washington's warnings about parties and unnecessary involvement in foreign affairs, as expressed in his Farewell Address. H 4.SS.11.E
- F The student tells of the major events in John Adams's presidency. H 4.SS.11.F
- G The student tells of the major events in Thomas Jefferson's presidency, including: H 4.SS.11.G
  1. the purchase of the Louisiana Territory 4.SS.11.G.1
  2. war with the Barbary pirates 4.SS.11.G.2
  3. efforts to remain neutral in the conflict between Napoleonic France and Great Britain 4.SS.11.G.3
  4. the end of the international slave trade 4.SS.11.G.4

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H The student tells the story of the Corps of Discovery exploring the Louisiana Territory. H 4.SS.11.H

I The student identifies and explains how history from 1763-1820 is recorded by Native American tribes through winter counts, petroglyphs, and Shirt Wearers shirts. H 4.SS.11.I

J The student explains select standards from Oceti Sakowin Essential Understandings 2-5. H 4.SS.11.J

K The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H 4.SS.11.K

L The student reads and explains the meaning of the first stanza to “The Star-Spangled Banner.” H 4.SS.11.L