

**Washington State
Social Studies GLEs
Grade 4
Fall 2008**

OSPI Suggested Grade 4 Units:

WA - Being Citizens in Washington

WA - Living in Washington: Its Geography, Resources and the Economy

WA - Exploring the Pacific Northwest Prior to Statehood

Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

GLE 1.1.1 Understands the key ideal of rights set forth in Article I of the Washington State Constitution.

Examples: *Explains that personal rights include not being deprived of life, liberty, or property, without due process of law (section three).
Explains that every person has the right to freely speak, write, and publish on all subjects (section five).
Explains how the right to religious choice protects people's freedom (section eleven).*

GLE 1.1.2 Evaluates the effectiveness of a law or policy by explaining how the law promotes ideals.

Examples: *Critiques how well the seatbelt law of Washington State promotes the personal right to life (RCW 46.61.688).
Critiques how the legal ban on smoking in public places in Washington State promotes the personal right to life (RCW 70.160.030).*

Component 1.2 Understands the purposes, organizations, and functions of governments, laws and political systems.

GLE 1.2.1 Understands that governments are organized into local, state, tribal, and national levels.

Examples: *Explains the hierarchy of state government over local government.
Explains how tribal governments are sovereign, separate from state and local governments.*

GLE 1.2.2 Understands how and why state and tribal governments make, interpret, and carry out rules and laws.

Examples: *Explains how Senate Bill 5610 related to promoting salmon recovery became a law in 2005.
Explains how the local tribal council created its code of laws.
Explains how the seatbelt law attempts to solve the problem of injury collisions.
Identifies and explains how the voters of Washington State participated in making the law that banned smoking in public places.*

GLE 1.2.3 No Grade 4 GLE

GLE 1.2.4 No Grade 4 GLE

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Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.3 Understands the purpose, organization of international relationships and United States foreign policy.

GLE 1.3.1 No Grade 4 GLE

Component 1.4 Understands civic involvement.

GLE 1.4.1 Understands that civic participation involves being informed about public issues and voting in elections.

*Examples Explains that reading the newspaper or watching the news can help a citizen stay informed about public issues.
Explains that attending a town meeting can help a citizen stay informed about public issues.
Explains why voting is a civic duty.*

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Social Studies EALR 2: ECONOMICS	The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.
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Component 2.1

Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

GLE 2.1.1 Understands and analyzes the costs and benefits of people's decision to move and relocate to meet their needs and wants.

Examples: *Examines the costs to pioneers on the Oregon Trail along the Oregon Trail versus the benefits they received once pioneers reached their destination.
Examines the costs and benefits of the Oregon Trail to tribes living the Pacific Northwest.*

Component 2.2 Understands how economic systems function.

GLE 2.2.1 Understands the basic elements of Washington State's economic system, including businesses, industry, natural resources, and labor.

Examples: *Explains components of Washington State's timber industry including the trees, workers, production mills, and consumer wood products.
Explains the components of Washington State's agricultural industry including the natural resources of land and water, the farmers and laborers, the distributors, and the consumers of agricultural products.
Compares how the geography, available natural resources, climate, and the available labor force affect the economic opportunities available in rural and urban Washington State.
Examines how technology and transportation industries impact the economy of Western Washington.
Examines how irrigating the semi-desert climate of Eastern Washington has impacted the economies of Indian tribes and other residents in Washington State.*

GLE 2.2.2 Understands that the economy in Washington State relies on trade with Pacific Rim countries.

Examples: *Explains how timber and agricultural products from Washington State are sold to other Pacific Rim countries and transported via cargo ships across the Pacific Ocean.
Explains how clothing, toys, and electronic goods are brought to Washington State from Pacific Rim countries to be sold to people in the state.*

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Social Studies EALR 2: ECONOMICS	The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.
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Component 2.3 Understands the government's role in the economy.

GLE 2.3.1 No Grade 4 GLE

Component 2.4 Understands the economic issues and problems that all societies face.

GLE 2.4.1 Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State.

*Examples Explains that available labor resources determine economic opportunities for the agricultural industry.
Draws conclusions about how the economy in each region of Washington State could change as a result of the depletion of natural resources specific to the regions.
Explains how climate influences the production of goods and has an impact on the sustainability of the economy for the agricultural industry of Washington State.
Explains how dams impact the economic well-being of regions in Washington State.*

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Social Studies EALR 3: GEOGRAPHY	The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
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Component 3.1 Understands the location, physical characteristics, cultural characteristics, and spatial patterns of places and regions on the Earth's surface.

GLE 3.1.1 Constructs and uses maps to explain the movement of people.

***Examples:** Constructs maps of the Oregon Trail showing and labeling the starting location, the destination, the route, geographic features that affected the route, and a title, captions, or symbols that describes the movement of the settlers.*

GLE 3.1.2 Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.

***Examples:** Explains the differences in the physical characteristics, including landforms, climate, and natural resources, of the different regions within Washington States.
Explains the cultural characteristics, including distribution of population and languages, of the people in Washington States.
Explains the location of Washington in relation to other states and countries.*

Component 3.2 Understands the interactions between humans and environments.

GLE 3.2.1 No Grade 4 GLE

GLE 3.2.2 No Grade 4 GLE

GLE 3.2.3 Understands that the geographic features of Washington State have influenced the movement of people.

***Examples:** Explains why people traveling on the Oregon Trail made the choice to move west because of a need for available land.
Explains why indigenous peoples were forced to move to reservation land that was neither fertile nor profitable.*

Component 3.3 Understands the geographic context of global issues and events.

GLE 3.3.1 Explains that learning about the geography of Washington State helps us understand global trade.

***Examples:** Explains how the climate and land in Eastern Washington allow farmers to grow apples for trade to other countries.
Explains how the ports of Tacoma and Seattle enable Washington to be a gateway for products to and from Pacific Rim Countries.*

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Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1 Understands historical chronology.

GLE 4.1.1 Understands and creates timelines to show how historical events are organized into time periods and eras.

Examples:

*Constructs a timeline with events from the treaty-making era that are related to artifacts and/or primary sources.
Constructs a timeline with events from the Lewis and Clark Expedition that are related to artifacts and/or primary sources.*

GLE 4.1.2 Understands how the following themes and developments help to define eras in Washington State

History from time immemorial to 1889:

Growth of northwest coastal and plateau tribes prior to treaties (time immemorial to 1854).

Maritime and overland exploration, encounter, and trade (1774 - 1849)

Immigration and settlement (1811-1899)

Territory and treaty-making (1854 – 1889).

Examples:

*Explains how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1854.
Explains how the Lewis and Clark expedition help to define the history of the Pacific Northwest from 1774 to 1849 as a time of exploration and encounter.
Explains how the Hudson's Bay Company establishment of Fort Vancouver in 1825 helps to define the history of the Pacific Northwest from 1811 to 1889 as a time of immigration and settlement.*

Component 4.2 Understand and analyzes causal factors that have shaped major events in history.

GLE 4.2.1 Understands and analyzes how individuals caused change in Washington State history.

Examples: *Explains the contributions Mother Joseph of the Sisters of Providence made to Eastern Washington, including building schools and orphanages.
Examines how Geography Washington Bush promoted the movement of African American people in Washington State.
Examines how Chief Joseph helped shape the development of the Pacific Northwest.*

GLE 4.2.2 No Grade 4 GLE

GLE 4.2.3 No Grade 4 GLE

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Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the p

Component 4.3 Understands that there are multiple perspectives and interpretations of historical events.

GLE 4.3.1 Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources.

***Examples:** Compares the account of the Whitman Massacre from the perspective of the missionaries and the perspective of the Cayuse native people.
Constructs an historical account of Lewis and Clark's exploration of the Pacific Northwest using evidence from artifacts and primary sources, such as journal entries.
Constructs an historical account of how treaties affected changes in land ownership for the native tribes in the Pacific Northwest using evidence from multiple sources.
Constructs an historical account of the Pig War using evidence from artifacts and primary sources.*

GLE 4.3.2 No Grade 4 GLE

Component 4.4 Uses history to understand the present and plan for the future.

GLE 4.4.1 Understands that significant historical events in Washington State have implications for current decisions.

***Examples:** Explains how the treaties with native tribes led to the Boldt decision and current tribal fishing rights.*

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Social Studies EARL 5: SS SKILLS	The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.
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Component 5.1 Uses critical reasoning skills to analyze and evaluate positions.

GLE 5.1.1 Understands the concepts used in documents and sources.

***Examples:** Explains how the state law limited cell phone usage in cars related to the concepts of individual and public safety.
Explains how a school rule prohibiting running in the hallways relates to the concepts of rule of law and freedom.*

GLE 5.1.2 Evaluates the accuracy of one's understanding of concepts used in documents and sources.

***Examples:** Determines the accuracy of resources by comparing multiple versions of the Whitman Massacre.*

Component 5.2 Uses inquiry-based research.

GLE 5.2.1 Creates and uses a research question to conduct research on an issue or event.

***Examples:** Develops a research question to study the Lewis and Clark Expedition.
Develops a research question on people's experiences traveling on the Oregon Trail.*

GLE 5.2.2 Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.

***Examples:** Makes a list of the main ideas from an artifact to find out accurate information on the Lewis and Clark Expedition.
Summarizes the main ideas from a secondary source on why people traveled on the Oregon Trail by creating a web of information.*

Component 5.3 Deliberates public issues.

GLE 5.3.1 No Grade 4 GLE

Component 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

GLE 5.4.1 Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.

***Examples:** Writes a clear, well-reasoned conclusion about the challenges pioneers faced when moving west, supported by diaries, letters, and journals.*

Presents a clear, well-reasoned explanation of the causes of the Pig War supported by maps and other artifacts.

GLE 5.4.2 Prepares a list of resources including the title, author, type of source, date published, and publisher for each source.

***Examples:** Completes a list of resources on the Pig War including the title, author, type of source, date published, and publisher for each source.*