

Grade 4

Adopted 2018

Anchor and Inquiry Standards

1. Developing Questions and Planning Inquiries 3-5.1

1. Construct compelling questions and explain the importance of the questions to self and others [SS.3-5.1.1](#)
 2. Categorize questions according to the social studies disciplines [SS.3-5.1.2](#)
 3. Create supporting questions to help answer compelling questions [SS.3-5.1.3](#)
 4. Explain how supporting questions help answer compelling questions [SS.3-5.1.4](#)
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2. Gathering and Evaluating Sources 3-5.2

1. Determine whether a source is primarily fact or opinion [SS.3-5.2.1](#)
 2. Determine whether a source is primary or secondary [SS.3-5.2.2](#)
 3. Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions [SS.3-5.2.3](#)
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3. Creating Claims 3-5.3

1. Develop claims in response to compelling questions [SS.3-5.3.1](#)
 2. Identify specific evidence that supports the claims [SS.3-5.3.2](#)
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4. Communicating Conclusions 3-5.4

1. Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments [SS.3-5.4.1](#)
2. Respectfully ask and answer questions about the reasons others use in their arguments and explanations [SS.3-5.4.2](#)
3. Present arguments and explanations using a variety of print, oral, and digital technologies [SS.3-5.4.3](#)

5. Taking Informed Action 3-5.5

1. Identify local, regional, or global problems or issues in various times and places [SS.3-5.5.1](#)
 2. Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions [SS.3-5.5.2](#)
 3. Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action about local and/or regional problems or issues [SS.3-5.5.3](#)
 4. Show evidence of taking individual or group action on one or more problems or issues [SS.3-5.5.4](#)
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Content Standards

1. Describe how early Hawaiians viewed the creation of the world and their environment through oral traditions [SS.4.1.18.1](#)

2. Summarize migration stories passed down through Hawaiian oral tradition [SS.4.1.18.2](#)

3. Explain how voyaging skills and canoe design allowed Polynesians to travel from Asia throughout the Pacific to Hawai'i [SS.4.1.15.3](#)

1. Identify major geographic characteristics of the Hawaiian archipelago, including its relative location to other major land masses [SS.4.2.13.1](#)

2. Explain how geographic characteristics of the islands influenced locations of early settlements [SS.4.2.16.2](#)

3. Describe how the original settlers modified their environment [SS.4.2.14.3](#)

1. Analyze how early Hawaiians used natural resources to meet their needs [SS.4.3.10.1](#)

2. Differentiate between native and non-native plants and animals used by early Hawaiians [SS.4.3.15.2](#)

1. Compare aspects of early Hawaiian culture and other Polynesian cultures [SS.4.4.16.1](#)

2. Explain how core values of the early Hawaiians are applicable to modern-day Hawai'i [SS.4.4.7.2](#)

1. Investigate the roles of gods in early Hawaiian society [SS.4.5.6.1](#)

2. Summarize how the concept of mana and one's genealogy determined rights and responsibilities [SS.4.5.6.2](#)

1. Explain how the kapu system regulated people's behavior and lives SS.4.6.8.1

2. Analyze how the kapu system maintained natural resources SS.4.6.9.2

1. Use maps and illustrations to explain how Hawaiians used and modified land in the ahupua'a SS.4.7.14.1

2. Analyze how specialization of labor and the exchange of goods and services created a successful interdependent society in the ahupua'a SS.4.7.10.2

1. Explain the roles and responsibilities of the ali'i in governing Hawaiian society SS.4.8.8.1

2. Analyze major events that led to the unification of Hawai'i Island by Kamehameha I SS.4.8.17.2
