

GRADE 4

Overview: Below is a comparison of the 2022 and the 2011 Louisiana Student Social Studies Standards for grade 4. These tables illustrate standards with similar or overlapping skills or content. **The standards compared are not perfect equivalents.** The Department will release a Course Framework for fourth grade in the winter of 2022-2023 to clarify and support the implementation of the new 2022 standards. Shaded cells indicate a new skill or practice from the 2022 standards. 2022 content standards without 2011 counterparts are not included in this crosswalk.

2022 Skills and Practices	2011 Standard	Notice/Wonder
3-5.SP1. Examine sources in order to: A. distinguish between primary, secondary, and tertiary sources B. determine the origin, author's point of view, and intended audience C. understand and use content-specific vocabulary and phrases	4.1.6 Define and distinguish between primary and secondary sources	
4.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	4.1.1 Construct timelines of historical events 4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States	
4.2 Use a variety of primary and secondary sources to: a. Analyze social studies content. b. Explain claims and evidence. c. Compare and contrast multiple sources.	4.1.6 Define and distinguish between primary and secondary sources 4.1.7 Summarize primary resources and explain their historical importance	
4.3 Explain connections between ideas, events, and developments in world history.		
4.4 Compare and contrast events and developments in world history.		
4.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Explain causes and effects. d. Describe counterclaims.	4.1.4 Produce clear and coherent writing to: <ul style="list-style-type: none"> • compare and contrast past and present viewpoints on a given historical topic • conduct simple research • summarize actions/events and explain significance • differentiate between the 5 regions of the United States 	
4.6 Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.	4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe 4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States 4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale	
2022 Content Standard	2011 Standard	Notice/Wonder
4.7 Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.	4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement	
4.16d. Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.	4.5.2 Analyze how physical characteristics of a region shape its economic development	
4.17b. Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.		
4.18b Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.		
4.19g. Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.		