

## GRADE 4

Anchor Standard	Grades 3-5 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
<b>Anchor Standard 1</b> Developing Questions and Planning Inquiries	Inquiry Standard SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others
	Inquiry Standard SS.3-5.1.2 Categorize questions according to the social studies disciplines
	Inquiry Standard SS.3-5.1.3 Create supporting questions to help answer compelling questions
	Inquiry Standard SS.3-5.1.4 Explain how supporting questions help answer compelling questions
<b>Anchor Standard 2</b> Gathering and Evaluating Sources	Inquiry Standard SS.3-5.2.1 Determine whether a source is primarily fact or opinion
	Inquiry Standard SS.3-5.2.2 Determine whether a source is primary or secondary
	Inquiry Standard SS.3-5.2.3 Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions
<b>Anchor Standard 3</b> Creating Claims	Inquiry Standard SS.3-5.3.1 Develop claims in response to compelling questions
	Inquiry Standard SS.3-5.3.2 Identify specific evidence that supports the claims
<b>Anchor Standard 4</b> Communicating Conclusions	Inquiry Standard SS.3-5.4.1 Construct arguments and explanations about classroom, school, or community issues and use relevant reasons to support the arguments
	Inquiry Standard SS.3-5.4.2 Respectfully ask and answer questions about the reasons others use in their arguments and explanations
	Inquiry Standard SS.3-5.4.3 Present arguments and explanations using a variety of print, oral, and digital technologies

<b>Anchor Standard 5</b> Taking Informed Action	Inquiry Standard SS.3-5.5.1 Identify local, regional, or global problems or issues in various times and places
	Inquiry Standard SS.3-5.5.2 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
	Inquiry Standard SS.3-5.5.3 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
	Inquiry Standard SS.3-5.5.4 Show evidence of taking individual or group action on one or more problems or issues

Theme 1	Creation Beliefs and Polynesian Migration		
<b>Sample Compelling Questions</b>	<ul style="list-style-type: none"> <li>• Why do people tell stories about themselves?</li> <li>• Why do people migrate?</li> </ul>		
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<b>History Anchor Standard 18 Perspectives</b>	Creation Beliefs	<b>Content Standard SS.4.1.18.1</b> Describe how early Hawaiians viewed the creation of the world and their environment through oral traditions	<ul style="list-style-type: none"> <li>• <b>Oral Traditions:</b> stories of early Hawaiians including songs and dances about gods, goddesses, people and places (e.g., Papa and Wākea, Pele, Maui, the Kumulipo)</li> </ul>
<b>History Anchor Standard 18 Perspectives</b>	Migration Stories	<b>Content Standard SS.4.1.18.2</b> Summarize migration stories passed down through Hawaiian oral tradition	<ul style="list-style-type: none"> <li>• <b>Migration Stories:</b> early peoples, voyaging chiefs (e.g., Hawai'i Loa, Pa'ao), Pele, Maui</li> </ul>
<b>Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements</b>	Migration Methods	<b>Content Standard SS.4.1.15.3</b> Explain how voyaging skills and canoe design allowed Polynesians to travel from Asia throughout the Pacific to Hawai'i	<ul style="list-style-type: none"> <li>• <b>Skills:</b> astronomy, observation of nature (e.g., clouds, ocean currents, marine life, ocean-going birds, waves, winds), teamwork</li> <li>• <b>Design of Double-Hulled Canoe:</b> large and sturdy, platform between two parts with a house, house allowed for extended shelter, storage of food and supplies, and cooking</li> </ul>

Theme 2		Early Hawaiian-Environment Interaction		
<b>Sample Compelling Questions</b>		<ul style="list-style-type: none"> <li>• How do we change our environment and how does our environment change us?</li> <li>• Why do people live where they do?</li> </ul>		
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<b>Geography Anchor Standard 13</b> Geographic Representations: Spatial Views of the World	Environmental Characteristics of a Volcanic Island	<b>Content Standard SS.4.2.13.1</b> Identify major geographic characteristics of the Hawaiian archipelago, including its relative location to other major land masses	<ul style="list-style-type: none"> <li>• <b>Major Geographic Characteristics:</b> extreme isolation, susceptibility to water erosion, volcanic island formed by geological hotspot</li> <li>• <b>Relative Location:</b> distance and direction from continental US, Australia, South America, Japan, and China</li> </ul>	
<b>Geography Anchor Standard 16</b> Global Interconnections: Changing Spatial Patterns	Human Distribution	<b>Content Standard SS.4.2.16.2</b> Explain how geographic characteristics of the islands influenced locations of early settlements	<ul style="list-style-type: none"> <li>• <b>Characteristics:</b> locations of accessible fresh water, natural harbors, relatively flat and arable land</li> </ul>	
<b>Geography Anchor Standard 14</b> Human-Environment Interaction: Place, Regions, and Culture	Environmental Modification	<b>Content Standard SS.4.2.14.3</b> Describe how the original settlers modified their environment	<ul style="list-style-type: none"> <li>• <b>Modifications:</b> building of fishponds, introduction of new plants and animals, redirection of water flow for agriculture</li> </ul>	

Theme 3		Early Hawaiians and the Land		
<b>Sample Compelling Questions</b>		<ul style="list-style-type: none"> <li>• Do humans change the environment for the better or for the worse?</li> <li>• Is necessity the mother of invention?</li> </ul>		
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<b>Economics</b> <b>Anchor Standard 10</b> Exchange and Markets	Natural Resources	<b>Content Standard SS.4.3.10.1</b> Analyze how early Hawaiians used natural resources to meet their needs	<ul style="list-style-type: none"> <li>• <b>Natural Resources:</b> animals (e.g., fish, pig, bird), plants (e.g., taro, sweet potato, breadfruit), rock (obsidian, lava)</li> <li>• <b>Needs:</b> clothing, food, shelter, transportation, tools, weapons</li> </ul>	
<b>Geography</b> <b>Anchor Standard 15</b> Human Populations: Spatial Patterns and Movements	Native vs Non-Native	<b>Content Standard SS.4.3.15.2</b> Differentiate between native and non-native plants and animals used by early Hawaiians	<ul style="list-style-type: none"> <li>• <b>Native:</b> fish, geese (nēnē), 'Ūlima, koa, mountain raspberry ('ākala), olonā</li> <li>• <b>Non-Native:</b> banana (mai'a), breadfruit ('ulu), candlenut (kukui), chicken (moa), coconut (niu), dogs ('Ūlio), gourds (ipu), milo, mountain apple ('ōhi'a'ai), mulberry (wauke), pigs (pua'a), sweet potato ('uala), sugarcane (kō), taro (kalo), ti leaves</li> </ul>	

Theme 4		The Evolution of Hawaiian Culture		
<b>Sample Compelling Questions</b>		<ul style="list-style-type: none"> <li>• Does contact between cultural groups benefit society?</li> <li>• How do needs and values change over time?</li> </ul>		
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<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
<b>Geography</b> <b>Anchor Standard 16</b> Global Interconnections: Changing Spatial Patterns	Hawaiian and Other Polynesian Cultures	<b>Content Standard SS.4.4.16.1</b> Compare aspects of early Hawaiian culture and other Polynesian cultures	<ul style="list-style-type: none"> <li>• <b>Languages:</b> phonetics and words</li> <li>• <b>Artifacts:</b> adzes (ko'i), clothing (kapa), hooks (makau), mats (moena), nets ('upena)</li> <li>• <b>Myths and Dances:</b> Hawai'inuiākea, Hina, Maui, Pele, hula</li> </ul>	
<b>Civics</b> <b>Anchor Standard 7</b> Civic Virtues and Democratic Principles	Core Values of Early Communities	<b>Content Standard SS.4.4.7.2</b> Explain how core values of the early Hawaiians are applicable to modern-day Hawai'i	<ul style="list-style-type: none"> <li>• <b>Core Values:</b> cooperation (kōkua), family ('ohana), harmony (lōkahi), importance of responsibility (kuleana), righteousness (pono), spirituality (pili 'uhane/ho'omana), stewardship (mālama)</li> </ul>	

Theme 5	Beliefs of Early Hawaiian Society		
<b>Sample Compelling Questions</b>	<ul style="list-style-type: none"> <li>• How did religion explain the world of early Hawaiians?</li> <li>• Did all classes of Hawaiians have responsibilities to others?</li> </ul>		
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<b>Civics</b> <b>Anchor Standard 6</b> Civic and Political Institutions	Hawaiian Gods	<b>Content Standard SS.4.5.6.1</b> Investigate the roles of gods in early Hawaiian society	<ul style="list-style-type: none"> <li>• <b>Hawaiian Gods and Their Roles:</b> Hi'iaka (source of origin and migration stories), Kanaloa (ocean), Kāne (fresh water), Kū (warfare), Lono (agriculture, makahiki), Pele (fire, volcanoes)</li> </ul>
<b>Civics</b> <b>Anchor Standard 6</b> Civic and Political Institutions	Roles and Responsibilities	<b>Content Standard SS.4.5.6.2</b> Summarize how the concept of mana and one's genealogy determined rights and responsibilities	<ul style="list-style-type: none"> <li>• <b>Acquisition of Mana:</b> through actions and/or genealogy</li> <li>• <b>Ali'i:</b> connected to gods, responsible for monitoring and distributing resources, responsible for the governance of land and people</li> <li>• <b>Kahuna:</b> advisors to the ali'i, experts and teachers of various occupations, religious leaders</li> <li>• <b>Maka'āinana:</b> commoners, labor force, warriors</li> <li>• <b>Kauā:</b> outcasts, prisoners, sacrificial offerings, slaves</li> </ul>

Theme 6		Governance in Early Hawaiian Society	
<b>Sample Compelling Questions</b>	<ul style="list-style-type: none"> <li>• Was the kapu system fair?</li> <li>• How can societies live in balance with their environment?</li> </ul>		
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<b>Civics</b> <b>Anchor Standard 8</b> Processes, Rules and Laws	Kapu and Regulations	<b>Content Standard SS.4.6.8.1</b> Explain how the kapu system regulated people's behavior and lives	<ul style="list-style-type: none"> <li>• <b>Gender Regulations:</b> food and eating restrictions ('ai kapu), work roles</li> <li>• <b>Calendar Regulations:</b> makahiki season</li> <li>• <b>Religious Regulations:</b> bathing, noise, rituals, travel</li> <li>• <b>Consequences of Violations:</b> banishment, death</li> <li>• <b>Opportunity for Forgiveness:</b> pu'uhonua</li> </ul>
<b>Economics</b> <b>Anchor Standard 9</b> Economic Decision Making	Kapu and Economic Decisions	<b>Content Standard SS.4.6.9.2</b> Analyze how the kapu system maintained natural resources	<ul style="list-style-type: none"> <li>• <b>Natural Resources:</b> fish, food plants, plant materials</li> </ul>

Theme 7	Life in the Ahupua‘a		
<b>Sample Compelling Questions</b>	<ul style="list-style-type: none"> <li>• How were Hawaiians stewards of the land?</li> <li>• What is a successful society?</li> </ul>		
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<b>Geography</b> <b>Anchor Standard 14</b> Human-Environment Interaction: Place, Regions and Culture	Land Usage and Human Modification	<b>Content Standard SS.4.7.14.1</b> Use maps and illustrations to explain how Hawaiians used and modified land in the ahupua‘a	<ul style="list-style-type: none"> <li>• <b>Use of the Land:</b> highlands (mauka): farming, feathers, freshwater sourcing, medicines, wood; lowlands (makai): farming, fishing, limu, shellfish</li> <li>• <b>Modifications of the Land:</b> clearing of land for farming, terracing, creating fishponds (loko i‘a), diverting water through canals (‘auwai) for irrigation of terraced kalo plantings (lo‘i)</li> </ul>
<b>Economics</b> <b>Anchor Standard 10</b> Exchange and Markets	Specialization of Skills	<b>Content Standard SS.4.7.10.2</b> Analyze how specialization of labor and the exchange of goods and services created a successful interdependent society in the ahupua‘a	<ul style="list-style-type: none"> <li>• <b>Specialization of Labor:</b> allowed for increased productivity, expertise, and efficiency</li> <li>• <b>Exchange of Goods and Services:</b> led to an increased standard of living for all</li> </ul>

Theme 8	The Beginnings of the Hawaiian Kingdom through Unification		
<b>Sample Compelling Questions</b>	<ul style="list-style-type: none"> <li>• What makes an effective ruler?</li> <li>• Can unity be sustained if it is achieved through conflict?</li> </ul>		
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<b>Civics</b> <b>Anchor Standard 8</b> Processes, Rules, and Laws	Governance of the Ali'i	<b>Content Standard SS.4.8.8.1</b> Explain the roles and responsibilities of the ali'i in governing Hawaiian society	<ul style="list-style-type: none"> <li>• <b>Roles:</b> appointing konohiki, collection of taxes, controlling the makeup of families, distributing resources, engaging in conflicts to gain mana and resources</li> <li>• <b>Responsibilities:</b> demonstrating, maintaining, and acquiring power (mana), following the recommendations and advice of kahuna, maintaining balance and the well-being of the people (pono)</li> </ul>
<b>History</b> <b>Anchor Standard 17</b> Change, Continuity, and Context	Rise of Kamehameha I	<b>Content Standard SS.4.8.17.2</b> Analyze major events that led to the unification of Hawai'i Island by Kamehameha I	<ul style="list-style-type: none"> <li>• <b>Major Events:</b> the three prophecies (born under a bright star on a stormy night, lifting the Naha stone, building of Pu'ukoholā Heiau), the gaining of mana by Kamehameha I (inheritance of the Kū image from Kalani'ōpu'u, recognition as an outstanding warrior, marriage to higher ranking wives), battle victories (Moku'ohai, Hilo, Ka'u)</li> </ul>