Oklahoma Social Studies

Grade 4

Practice Standards

1 The student will apply critical thinking skills to address authentic civic issues. 4.P.1

1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real- world problems. 4.P.1.1

A Explain how human experiences can shape a person's point of view about civic issues. 4.P.1.1.A

B Use a range of democratic procedures to discuss and make decisions about real-world problems in the community, region, and nation. 4.P.1.1.B

C Explain challenges of the past and present and describe strategies used to address local, regional, or national problems. 4.P.1.1.C

2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. 4.P.1.2

2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies. 4.P.2

1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. 4.P.2.1

A Explain democratic principles in historic documents by identifying examples of civic virtues and principles at work in state and national settings. 4.P.2.1.A

B Explain the structure, responsibilities, and powers exercised by officials of the national government and describe ways informed citizens can and should participate. 4.P.2.1.B

C Examine the principles of the Constitution of the United States, including how laws are made in a democratic society and are used to protect individual rights. 4.P.2.1.C

2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. 4.P.2.2

A Compare and analyze primary and secondary sources from the past and present, including the intended audience and author's purpose. 4.P.2.2.A

B Compare perspectives of individuals and groups from different regions and experiences, including the past and present. 4.P.2.2.B

C Explain multiple causes and effects of events and developments of the past or present; create timelines to identify multiple causes and effects from given information. 4.P.2.2.C

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3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. 4.P.2.3

A Answer geographic questions by organizing geographic information from historical as well as contemporary perspectives. 4.P.2.3.A

B Analyze human and physical features of the nation by drawing conclusions and explaining spatial relationships of physical and human places from geographic representations. 4.P.2.3.B

C Explain how environmental factors affected historical events and continue to impact contemporary human activities. 4.P.2.3.C

4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. 4.P.2.4

A Interpret and draw conclusions from economic data on charts and graphs. 4.P.2.4.A

B Explain how the concept of supply and demand operates in a market economy, using historical and contemporary examples. 4.P.2.4.B

C Analyze the importance of innovation and entrepreneurship in a market economy. 4.P.2.4.C

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3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts. 4.P.3

1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. 4.P.3.1

A Use information accurately from a text when explaining the text explicitly and when drawing inferences from the text. 4.P.3.1.A

B Use information from multiple print or digital sources (e.g., timelines, maps, graphs, political cartoons, images, artwork) to answer a question. 4.P.3.1.B

2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. 4.P.3.2

A Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved. 4.P.3.2.A

B Distinguish fact from opinion in nonfiction text and investigate facts for accuracy. 4.P.3.2.B

C Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in group and whole class settings. 4.P.3.2.C

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4 The student will develop a variety of evidence-based written products designed for multiple purposes. 4.P.4

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1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. 4.P.4.1

A Compose informative written products by introducing and developing a topic, supported by evidence (e.g. facts, examples, details) and maintaining an organized structure. 4.P.4.1.A

B Clearly state an opinion through written products, supported by examples, details, and reasoning. 4.P.4.1.B

2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. 4.P.4.2

A Formulate a viable research question related to expanding knowledge of social studies concepts. 4.P.4.2.A

B Organize information from research, quoting accurately from the source and avoiding plagiarism. 4.P.4.2.B

C Create presentations or products which summarize research findings from two or more sources. 4.P.4.2.C

Ask and examine essential questions that are important to others, as well as enduring across social studies topics. 4.P.1.2.A

A **Ask and examine essential questions that are important to others, as well as enduring across social studies topics.** 4.P.1.2.A

Compare points of agreement from reliable information used to answer supporting questions related to social studies content. 4.P.1.2.B

B **Compare points of agreement from reliable information used to answer supporting questions related to social studies content.** 4.P.1.2.B

Demonstrate critical thinking skills by frequently developing and answering various depth of knowledge questions. 4.P.1.2.C

C **Demonstrate critical thinking skills by frequently developing and answering various depth of knowledge questions.** 4.P.1.2.C

Reinforce understanding of social studies content through collaborative inquiries and the co tas ass

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D **Reinforce understanding of social studies content through collaborative inquiries and the completion of authentic tasks and assessments.** 4.P.1.2.D

Content Standards

1 **The student will explain the principles of democratic government and the role of citizens.** 4.C.1

1 Describe the principles of democratic governments, such as the United States. 4.C.1.1

A Identify the principles upon which our nation's government is based, including the rule of law, compromise, equality, and individual rights of life, liberty and property. 4.C.1.1.A

B Examine the basic purposes of the American democratic government as they relate to liberty and the promotion of the common good (e.g., protect individual rights and the pursuit of happiness; ensure fair treatment under the law; security of the people and country). 4.C.1.1.B

C Explain basic principles expressed in the Declaration of Independence (e.g., equality, natural rights given from the Creator, the purpose of limited government). 4.C.1.1.C

D Explain why the United States is considered a representative democracy in which the people are the source of authority who engage in the political process of open and fair elections at local, state, and national levels. 4.C.1.1.D

E Explain how the Constitution of the United States is a written plan for establishing the powers of government and organizing its institutions. 4.C.1.1.E

2 Explain how Tribal Nations possess an inherent right to self-govern (sovereignty) which includes the authority of Tribal governments to establish and enforce laws, as well as manage their land's resources. 4.C.1.2

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3 Explain the concept of civic virtue and responsibilities of the American citizen. 4.C.1.3

A Explain the importance of civic duty and the role of the citizen to preserve freedom and self- government through respect for the law and authority, staying informed, thinking independently, and respecting the rights of others. 4.C.1.3.A

B Examine how citizens respect, monitor, and hold accountable institutions and government officials through elections. 4.C.1.3.B

C Analyze how fulfilling one's civic responsibilities (e.g., jury and military service, paying taxes) is necessary for the functioning and continuity of the representative democracy. 4.C.1.3.C

D Describe how the American representative democracy relies on civil discourse, thoughtful decision- making, compromise, and majority rule to make laws. 4.C.1.3.D

E Explain how citizens can contribute to the betterment of their communities through public service, charitable donations, and volunteerism. 4.C.1.3.E

F Summarize ways in which citizens are stewards of the nation's environment by examining how natural resources can be managed wisely (e.g., recycling and anti-littering efforts, water conservation, development of renewable energy sources). 4.C.1.3.F

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2 **The student will apply the tools and concepts of geography to examine the physical and human geography of the United States.** 4.C.2

1 Use geographic tools to acquire and process information from a spatial perspective. 4.C.2.1

A Use and describe various elements of maps (e.g., key/legend, scale, cardinal and intermediate directions) to examine the physical and human features of the nation. 4.C.2.1.A

B Use maps and other geographic representations (e.g., globes, charts, graphs) and geographic technologies to draw conclusions (e.g., settlement patterns, population trends, population density, relative location of natural resources to manufacturing centers). 4.C.2.1.B

C Use the system of latitude and longitude to identify the absolute location of physical and human features of the United States. 4.C.2.1.C

D Interpret aerial photographs, satellite images, and thematic maps to locate and identify physical and human features of the United States and North America. 4.C.2.1.D

E Analyze the human and physical characteristics of the United States using the Five Themes of Geography (location, place, human-environment-interaction, movement, region) as a strategy to organize and compare geographic information about each major region of the United States. 4.C.2.1.E

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2 Identify major physical regions of the United States and their unique features. 4.C.2.2

A Identify the location and the physical characteristics of the major landforms and bodies of water in the United States (e.g., Rocky Mountains, Mount McKinley, Mississippi River, Gulf of America). 4.C.2.2.A

B Describe the location of climate zones (tropical, temperate, polar) explaining how climate affects natural vegetation. 4.C.2.2.B

C Draw conclusions from geographic data to explain how climate, vegetation, and bodies of water can affect the location and growth of settlements and the development of economic activities. 4.C.2.2.C

3 The student will analyze the human characteristics of the United States. 4.C.2.3

A Identify and locate on a political map the fifty states, the nation's most populated cities, and the nation's capital; explain the meaning of major monuments and historical sites (e.g., Jefferson and Lincoln Memorials, Arlington National Cemetery). 4.C.2.3.A

B Explain how the American public is composed of people from different places and from many backgrounds. 4.C.2.3.B

C Examine motives for human migration by identifying basic push and pull factors (e.g., pull factors: economic opportunity, religious freedom, education; push factors: instability, conflict, natural disasters). 4.C.2.3.C

4 Examine the concept of culture, including the distribution and complexity of major cultural groups of the United States. 4.C.2.4

A Identify the characteristics of culture (e.g., language, customs, religious beliefs, food, clothing, shelter) and compare cultural characteristics of different regions, including the influence of Native peoples and immigrants to each region and how they contribute to a shared American culture. 4.C.2.4.A

B Explain how culture can affect the ways in which people live and how culture can change over time through cultural diffusion. 4.C.2.4.B

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5 The student will analyze how humans interact with their environments in order to meet their needs and wants. 4.C.2.5

A Explain how humans adapt to the physical environment (e.g., food, shelter, earning a living) by identifying historical and contemporary examples. 4.C.2.5.A

B Describe how humans modify the environment to meet their needs (e.g., clearing of forests, crop rotation and irrigation, conservation, extraction of fossil fuels, construction of housing additions and businesses). 4.C.2.5.B

C Identify major projects in which Americans have modified the environment for the development of regions (e.g., Mississippi River levees, Hoover Dam, Golden Gate Bridge, Colorado River Aqueduct, Trans-Alaska Pipeline, New York skyline). 4.C.2.5.C

D Identify ways in which economic activities can affect ecosystems (e.g., draining wetlands, diverting waterways) by examining present-day issues related to the use of resources and the importance of supporting human development while being responsible with resources. 4.C.2.5.D

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3 The student will analyze how geography has impacted cultures and interactions during the early history of our nation. 4.C.3

1 Examine the various American Indian cultures inhabiting the nation prior to European explorations. 4.C.3.1

A Explain that North America is the home to well-developed societies and cultures (e.g., Inuit, Puebloan, Mississippian, Haudenosaunee) who flourished prior to European arrival. 4.C.3.1.A

B Describe American Indian groups and compare cultural characteristics (e.g., use of natural resources, food, shelter, customs) according to the geographic location of their original homelands (e.g., Eastern Woodlands, Southeast, Great Plains, Southwest, Great Basin, California, Northwest Coast). 4.C.3.1.B

C Explain how museums, national parks, and heritage centers attempt to preserve American Indian cultural heritage (e.g., Mesa Verde, Cahokia Mounds, Chaco Canyon). 4.C.3.1.C

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2 Summarize the goals and consequences of European expeditions of North America. 4.C.3.2

A Explain how Spain, France, and England were motivated to explore the continent by a desire to expand their wealth and culture, forcibly convert Native peoples to Christianity, acquire natural resources, and develop trade relations. 4.C.3.2.A

B Trace and describe the impact of significant European expeditions (e.g., England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Ponce de Leon). 4.C.3.2.B

C Explain interactions between American Indians, Spanish explorations, French fur traders, Catholic missionaries, and early European settlers, comparing different perspectives toward land ownership and use of resources. 4.C.3.2.C

D Evaluate the mutual benefits and consequences of the Columbian Exchange, including agriculture, trade, military alliances, technology, the horse culture, slavery, and disease resulting in the significant decline of Native peoples. 4.C.3.2.D

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4 The student will examine the American economic system and its economic activities which support human development. 4.C.4

1 Describe the features and advantages of a market economy. 4.C.4.1

A Define a market economic system, explaining how the United States' market system encourages free enterprise, economic development, private property rights, and individual prosperity. 4.C.4.1.A

B Describe how production, distribution, and consumption of goods and services are economic decisions made by producers and consumers to satisfy their needs and wants. 4.C.4.1.B

C Compare the factors of production (e.g., labor, land, capital, entrepreneurship) and explain how they are used together to produce goods and services, as exemplified by contemporary American entrepreneurs. 4.C.4.1.C

2 Describe how economic activities impact the nation's economy. 4.C.4.2

A Identify the major economic activities in which people of each region work to satisfy their needs and wants (e.g., commercial agriculture, manufacturing, energy production, construction, and services such as healthcare and technology). 4.C.4.2.A

B Distinguish between renewable (e.g., water, soil, solar) and nonrenewable resources (e.g., fossil fuels: oil, natural gas, coal) and explain how they are used to produce goods and services, using examples from regional economies. 4.C.4.2.B

C Describe the relative location and importance of natural resources which support human development in each region (e.g., Mid-Continent oilfield, Appalachian and Rocky Mountain coal basins, Ogallala Aquifer, Imperial Valley, Outer Banks). 4.C.4.2.C

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3 Describe the patterns and networks of economic interdependence among regions and the world. 4.C.4.3

A Explain how transportation routes connect economic regions and support economic growth (e.g., St. Lawrence Seaway, Transcontinental Railroad, Route 66, Interstate Highway System). 4.C.4.3.A

B Describe reasons why people and nations trade, providing examples of major imports and exports produced and consumed by Americans. 4.C.4.3.B