Oklahoma Social Studies

Grade 4

Practice Standards

1 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

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

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

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

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

2 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 of America, including how laws are made in a democratic society and are used to protect individual rights. 4.P.2.1.C

Skip to main content

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

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

---

3 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

Skip to main content

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

4 Develop a variety of evidence-based written products designed for multiple purposes. 4.P.4

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

Content Standards

1 Explain the principles of democratic government and the role of citizens. 4.C.1

Skip to main content

1 Describe the principles of democratic governments, such as the United States of America. 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 responsibility of the United States of America's government as it relates to the promotion of the common good (e.g., security of the people, law and order, general welfare). 4.C.1.1.B
- C Explain why the United States of America is considered a constitutional republic by identifying the people as the source of authority and describing how the people engage in the political process of fair elections at local, state, and national levels. 4.C.1.1.C
- D Explain how the Constitution of the United States of America is a written plan for establishing the shared powers of government and organizing its institutions. 4.C.1.1.D
- E Explain basic principles expressed in the Declaration of Independence. 4.C.1.1.E

2 Analyze the historical development of American Indian citizenship and constitutional rights in the United States of America. Examine how tribal sovereignty and United States of America citizenship function within the United States of America. 4.C.1.2

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

- A Examine why citizens are expected to respect the law and institutions of authority. 4.C.1.3.A
- B Analyze how fulfilling one's civic responsibilities (e.g., voting, jury and military service, paying taxes) is necessary for the health and continuity of a constitutional republic. 4.C.1.3.B
- C Describe how our nation's constitutional republic relies on civil discourse, thoughtful decision-making, and compromise to make laws. 4.C.1.3.C
- D Explain how citizens can contribute to the betterment of their communities through public service, charitable donations, and volunteerism. 4.C.1.3.D
- E 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.E

---

2 **Apply the tools and concepts of geography to examine the physical and human geography of the United States of America.** 4.C.2

Skip to main content

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 of America. 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 of America and North America. 4.C.2.1.D
   - E. Analyze the human and physical characteristics of the United States of America using the Five Themes of Geography (location, place, human-environment-interaction, movement, region) as a strategy to organize and compare each major region of the United States of America. 4.C.2.1.E
2. Identify major physical regions of the United States of America 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 of America. 4.C.2.2.A
   - B. Describe the location of major climate zones (tropical, temperate, continental, 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. Analyze the human characteristics of the United States of America. 4.C.2.3
   - A. Identify and locate on a political map the fifty states, the nation's capital and its most populated cities. 4.C.2.3.A
   - B. Explain how the United States of America is home to 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), using examples from United States of America history. 4.C.2.3.C

Skip to main content

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

5 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., clearing forests,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

---

3 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

Skip to main content

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, 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, Juan Ponce de León). 4.C.3.2.B

C Explain interactions between American Indians, Spanish explorations, French fur traders, 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, slavery, and disease resulting in the significant decline of Native peoples. 4.C.3.2.D

---

4 Examine the United States of America's economic system and its economic activities which support human development. 4.C.4

1 Describe the features of a market economy and evaluate common benefits and tradeoffs. 4.C.4.1

A Define a market economic system, explaining how the United States of America's 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

Skip to main content

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