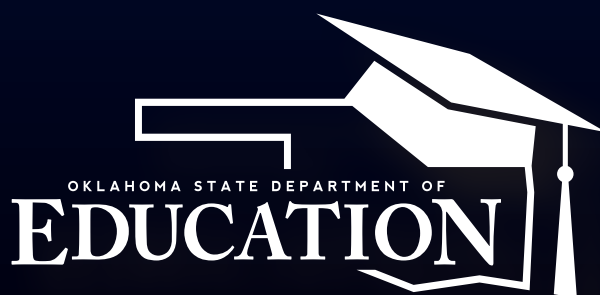




Oklahoma C³ Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION
ADOPTED MARCH 29, 2012

CHAPTER 6

▶ Grade 4 UNITED STATES STUDIES *Regional Geography and History*

In Grade 4, students will examine the physical, cultural, political, economic, and the historic development of the United States including early European contact with Native Americans. Students will use geographic tools to analyze the influence of the environment on the growth and development of all major regions of the United States.

The Social Studies Process and Literacy Skills (PALS) are to be integrated throughout the Grade 4 content standards and methods of instructional delivery.

PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING

Process and Literacy

Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills.

A. Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, ideas, or historic and geographic concepts based on specific information in the text.

B. Craft and Structure

4. Determine the meaning of social studies-specific words or phrases in a text relevant to United States geography and history.
5. Describe the overall structure (e.g., comparison, cause/effect, geographic/historic problem/solution) of events, ideas, concepts, or information in a text.
6. Compare and contrast a firsthand (primary source) and secondhand account (secondary source) of the same event or topic.

C. Integration of Knowledge and Ideas

7. Interpret qualitative and quantitative information and explain how the information contributes to an understanding of the text.

Process and Literacy

Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.

A. Text Types and Purposes

1. Write opinion pieces on United States Regional and History topics or texts, supporting a point of view with reasons and information.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
7. Conduct short research projects that build knowledge through investigation of different aspects of United States regional geography and history.
8. Recall and gather relevant information from experiences or print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational social studies texts to support analysis, reflection, and research.

C. Range of Writing

10. Write routinely over extended time frames and shorter time frames for a range of social studies tasks, purposes, and audiences.

Process and Literacy

Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.

A. Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 United States Regional Geography and History topics and texts, building on others' ideas and expressing their own clearly.
2. Paraphrase portions of a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points regarding a social studies topic.

B. Presentation of Knowledge and Ideas

4. Report on a social studies topic or text, tell a social studies related story in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.
5. Add audio recordings and visual displays to social studies presentations when appropriate to enhance the development of main ideas or themes.

CONTENT SKILLS

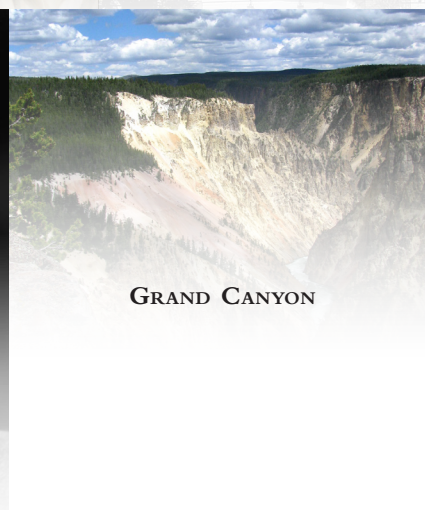
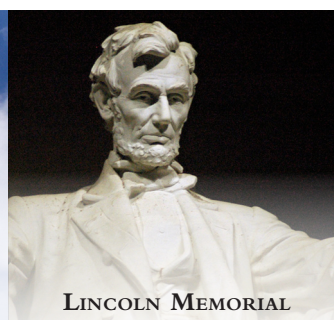
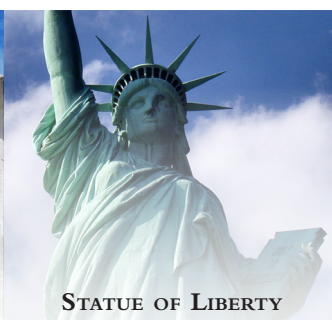
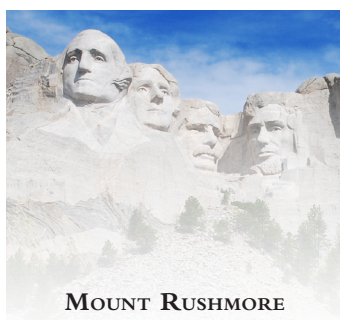
Content Standard 1: The student will analyze the physical, cultural, political, economic, and the historic features and places of the regions of the United States.

1. The student will identify and locate both relative and absolute location (latitude and longitude), the physical features of the regions of the United States including bodies of water, major rivers and drainage systems, mountain ranges, and unique, natural geographic features.
 - A. Locate landforms and bodies of water on a map of North America: the United States, the Atlantic and Pacific Oceans, and the Gulf of Mexico; the major river drainage systems including the Mississippi, Ohio, Missouri, Arkansas, Colorado, Columbia, and Rio Grande Rivers; the Great Lakes, the Great Salt Lake, and the Chesapeake Bay; the Great Plains and the Continental Divide; and the Appalachian, Rocky, Sierra Nevada, Cascade, and Brooks Mountain Ranges.
 - B. Identify, locate, and describe unique, natural geographic features of the United States including Niagara Falls, the Everglades, Death Valley, the Petrified Forest, the Painted Desert, the Grand Canyon, the Great Salt Lake, the Great Basin, the Mojave Desert, the Redwood Forest, the Badlands in South Dakota, Yellowstone and Grand Teton National Parks, Yosemite National Park, and Hawaii Volcanoes National Park.
2. The student will identify and analyze the cultural and historic features of the United States.
 - A. Locate the current boundaries of the United States including Alaska and Hawaii.
 - B. Identify the states, state capitals, and major cities in each region.
 - C. Identify the historic significance of major national monuments, historic sites, and landmarks including the Jefferson, Lincoln, and Washington Monuments, the White House, the United States Capitol, the United States Supreme Court, Mount Vernon, Monticello, Colonial Williamsburg, Jamestown Historic Site, Dr. Martin Luther King, Jr. National Historic Site in Atlanta, Ellis Island, the Statue of Liberty, the 9/11 memorials, Independence Hall, the Jefferson National Expansion Memorial/Gateway Arch in St. Louis, the Oklahoma City National Memorial, Mount Rushmore, Little Bighorn National Monument, the Golden Gate Bridge, and Pearl Harbor National Park.
- D. Describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture of Native Americans, African Americans, major European groups, major Spanish-speaking groups, and Asian Americans.
- E. Describe the purpose of local, state, tribal, and national governments in meeting the needs of American citizens including the basic structure of the national government centered in Washington, D.C.
- F. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.
3. Compare and contrast the regional vegetation, climate, and spatial distribution and use of natural resources.
4. Analyze natural resources and how they impacted the economy of each region including fishing, farming, ranching, mining, manufacturing, tourism, and oil and gas, and their connections to global trade.
5. Summarize how people interact with their environment to resolve geographic challenges including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills. (CCRIT 2)

Standard 2: The student will examine Native American groups and European explorations and settlements impacting the development of the major regions of the United States.

1. Identify the major Native American groups and their ways of life in each region including traditional housing and economic activities, customs and storytelling, viewpoints on land usage and ownership, and their contributions to American culture and history.
2. Examine and summarize the reasons for the key expeditions of Spain, France, and England and their impact on the development of each region including the explorers Columbus, Ponce de León, Desoto, Coronado, Marquette and Jolliet, LaSalle, Cabot, Hudson, Drake, and Raleigh. (CCRIT 2)
3. Summarize how France, Spain, England, Russia, and the Netherlands culturally influenced different regions of the United States in which they settled including regional place names, architectural features, customs, and language. (CCRIT 2)
4. Identify and evaluate instances of both cooperation and conflict between Native American groups and European settlers arising from the Columbian Exchange including agriculture, trade, cultural exchanges, military alliances, wars, and control of territory.



**“ASK NOT WHAT YOUR COUNTRY CAN DO FOR YOU –
ASK WHAT YOU CAN DO FOR YOUR COUNTRY.”**

JOHN F. KENNEDY