

# Fourth Grade

rev. 28 October 2008

## PROCESS OBJECTIVES

## 1<sup>st</sup> Semester

1. Demonstrate the ability to utilize research materials (ex., encyclopedias, almanacs, atlases, newspapers, photographs, visual images, and computer-based technologies). (1.1)
2. Construct time lines of events in the development of the regions of the United States. (1.2)
3. Identify/give examples of different perspectives & points of view (ex., in the media, political commercials, advertisements, & literature). (1.3)
4. Interpret geographical information using primary/secondary sources, atlases, charts, graphs, visual images. (2.1)

## CONTENT OBJECTIVES

In the first semester, students will apply objectives 1-16 to the following areas:

- Oklahoma
- the Northeast region of the United States.

1. Identify, use, and interpret basic political, physical, and thematic maps and globes. (2.2)
2. Construct /use maps of the U.S. regions, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape using appropriate geographic vocabulary, tools, and technologies. (2.3)
3. Locate on a map and identify the states, their capitals, and major metropolitan centers of the U.S. by region (ex., New York City, Los Angeles, Dallas, Miami). (2.4)
4. Identify major historical individuals, entrepreneurs, and groups and describe their major contributions (ex., Sequoyah, Boomers and Sooners, and Frank Phillips). (5.1)
5. Describe the major events of Oklahoma's past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil. (5.2)
6. Analyze the use of Oklahoma's natural resources (ex., salt, bison, oil, coal, timber, and sod) by early visitors and settlers. (5.3)
7. Identify state and local governing bodies that make laws and carry out laws (ex., the state legislature and city councils), with an emphasis on civic participation (ex., the importance of studying the issues and voting). (5.4)
8. Develop understanding of an appreciation for cultural diversity of community by examining historical/contemporary racial, ethnic, and cultural groups of Oklahoma. (5.5)
9. Identify major land forms and bodies of water of the U.S. (3.1)
10. Compare and contrast the vegetation, climate, and special distribution of natural resources of the region. (3.2)
11. Analyze how the major physical features (landforms, bodies of water) were formed and continue to change. (3.3)
12. Compare/contrast human characteristics of early and contemporary human settlements in the U.S. regions. (4.1)
13. Explain how people are influenced by, adapt to, and alter their environment, including agricultural efforts, housing, occupation, industries, transportation, and communication. (4.2)
14. Describe how people attempt to resolve geographical challenges (ex. bridges, dams, tunnels, irrigation, and landfills). (4.3)
15. Describe the development of economic specialization in each region of the U.S. including examples of interdependence among regions and connections to global trade. (4.4)
16. Describe the causes of movement of large groups of people into the United States from other countries and within the United States now and long ago. (4.5)

## PROCESS OBJECTIVES

## 2<sup>nd</sup> Semester

1. Demonstrate the ability to utilize research materials (ex., encyclopedias, almanacs, atlases, newspapers, photographs, visual images, and computer-based technologies). (1.1)
2. Construct time lines of events in the development of the regions of the United States. (1.2)
3. Identify/give examples of different perspectives & points of view (ex., in the media, political commercials, advertisements, & literature). (1.3)
4. Interpret geographical information using primary/secondary sources, atlases, charts, graphs, visual images. (2.1)

## CONTENT OBJECTIVES

In the second semester, students will apply objectives 1-3 and 9-16 to the following regions of the United States:

- Southeast
- Southwest
- Midwest
- West

1. Identify, use, and interpret basic political, physical, and thematic maps and globes. (2.2)
2. Construct /use maps of the U.S. regions, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape using appropriate geographic vocabulary, tools, and technologies. (2.3)
3. Locate on a map and identify the states, their capitals, and major metropolitan centers of the U.S. by region (ex., New York City, Los Angeles, Dallas, Miami). (2.4)
9. Identify major land forms and bodies of water of the U.S. (3.1)
10. Compare and contrast the vegetation, climate, and special distribution of natural resources of the region. (3.2)
11. Analyze how the major physical features (landforms, bodies of water) were formed and continue to change. (3.3)
12. Compare/contrast human characteristics of early and contemporary human settlements in the U.S. regions. (4.1)
13. Explain how people are influenced by, adapt to, and alter their environment, including agricultural efforts, housing, occupation, industries, transportation, and communication. (4.2)
14. Describe how people attempt to resolve geographical challenges (ex. bridges, dams, tunnels, irrigation, and landfills). (4.3)
15. Describe the development of economic specialization in each region of the U.S. including examples of interdependence among regions and connections to global trade. (4.4)
16. Describe the causes of movement of large groups of people into the United States from other countries and within the United States now and long ago. (4.5)