Grade 4 Overview: Montana and Regions of the United States

In grade four the story of Montana, past and present, anchors with study of the regions and landforms of the United States. The students will identify the major landforms (plans, waterways, mountain ranges) of the United States and Montana. Fourth graders will also analyze how different regions of the United States and Montana have developed through the interaction of physical characteristics and cultural forces...

Along with the study of Montana, an emphasis of the people will bring history and geography alive for the students. Students will learn about the daily lives, adventures, and accomplishments of these people and the cultural traditions that have formed the state and shaped its varied landscape. The diversity of Montana Indian tribes in both historic and contemporary terms is an integral part of this year’s study. Information provided on Montana Indians should be authentically presented. Students will learn about the tribes and develop an understanding of the beliefs, cultures, traditions, and languages of Montana Indians.

The students will learn the responsibilities associated with constitutional rights to be an effective citizen while examining the levels of government.

*In 4th grade, students will focus on the U.S. regions, the rights of a U. S. citizen and the beginnings of Montana as a state. Students will be able to answer these key questions by the end of the school year:*

- What are the major regions of the U. S. and their characteristics?
- What are the responsibilities of a U. S. citizen?
- What are the characteristics of the federal, state and tribal governments?
- What are the major events that led to Montana statehood?
- How did Montana statehood affect Montana’s Indians?
- How are various types of maps used as a tool to gather information focusing on major regions of the United States and Montana? (Focus on types of maps, hemispheres, latitude and longitude)

Revised 2007

**Introduce:** Teacher (high support) Modeling to children

**Develop:** Teacher / Student work together, interactive, guided processing, developing strategies

**Essential: Tested**

**Apply:** Student demonstrates an understanding with low support from teacher, on-going self extended learning, student may be tested
BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
Learning Objectives
Fourth Grade

LEARNING OBJECTIVES

I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
   1. _____Examine current events and see relationships between past and present. (I, D, E)

II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.
   2. _____Identify and understand the responsibilities of a U.S. citizen. (I, D, E)
   3. _____Examine and identify the structures of state, federal, and tribal governments. (I, D, E)
   4. _____Define and recognize the term “stereotype” and state several examples. (I, D, E)

III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).
   5. _____Identify the major regions and landforms in the U.S. and Montana. (I, D, E)
   6. _____Using maps, draw conclusions and make inferences about the major regions of the U.S. and Montana. (I, D, E)
   7. _____Locate the 4 hemispheres. (I, D, E)
   8. _____Use latitude and longitude to locate specific areas/cities in U.S. (I, D, E)
   9. _____Name and locate the seven Indian reservations of Montana, and identify the tribes associated with each. (I, D, E)
  10. _____Know that nearly half of Montana’s Indian population do not live on reservations, but in towns and cities across the state (e.g. Little Shell). (I, D, E)
  11. _____Use appropriate geographic resources to gather information about reservations and Montana Indian tribes. (I, D, E)

IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
  12. _____Identify and describe the major events/people that led to Montana statehood. (I, D, E)
  13. _____Identify and examine the impact of Montana Indians (e.g. elders, Council Members, historical figures) throughout Montana history. (I, D, E)
  14. _____Know that each Montana tribe has its own oral history, culture, traditions and languages. (I, D, E)

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V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

15. _____ Identify the goods, services, and products in each U.S. region (specifically addressing Montana). (I, D, E)

VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

16. _____ Understand the role of cultural diversity within Montana. (I, D, E)

17. _____ Understand there is great diversity in the way one identifies oneself as an American Indian. (assimilated, acculturated, traditional). (I, D, E)