

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
Learning Objectives
Fourth Grade

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 (plains, 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 a live 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, 16
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)

Revised 2007

Introduce: Teacher (high support)
Modeling to children

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

17

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

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)

Introduce: Teacher (high support)
Modeling to children

Essential: Tested

Develop: Teacher / Student work together, interactive, 18
guided processing, developing strategies

Apply: Student demonstrates an understanding with low
support from teacher, on-going self extended
learning, student may be tested