

## **GRADE 4**

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not taught in grade 6 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

### **GRADE 4 CONCEPTS AND SKILLS**

Students should be able to:

Apply concepts and skills learned in previous grades.

#### ***HISTORY AND GEOGRAPHY***

- 1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)
- 2. Interpret a map using information from its title, compass rose, scale, and legend. (G)
- 3. Observe and describe national historic sites and describe their function and significance. (H, C)

#### ***CIVICS AND GOVERNMENT***

- 4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)
- 5. Give examples of the different ways immigrants can become citizens of the United States. (C)

#### ***ECONOMICS***

- 6. Define and give examples of natural resources in the United States. (E)
- 7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)

## GRADE FOUR—continued

- 8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)

## GRADE 4 LEARNING STANDARDS

Building on knowledge from previous years, students should be able to:

### *OPTIONAL STANDARDS FOR ANCIENT CHINA, C. 3000–200 BC/BCE*

- 4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)
- 4.2 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization. (G, E)
- 4.3 Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system. (H)
- 4.4 Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder. (H, E)
- 4.5 Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler. (H, C)
- 4.6 Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense (e.g., the Great Wall). (H, C, E)
- 4.7 After visiting a museum, listening to a museum educator in school, or conducting research in the library, describe an animal, person, building, or design depicted in an ancient Chinese work of art. (H, G)

### *NORTH AMERICA*

Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.)

Source: Massachusetts History and Social Science Curriculum Framework-Approved August, 2003.

## **GRADE FOUR—continued**

Building on knowledge from previous years, students should be able to:

### ***REGIONS OF THE UNITED STATES***

- 4.8** On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)
- 4.9** On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)
- 4.10** Identify the states, state capitals, and major cities in each region. (G)
- 4.11** Describe the climate, major physical features, and major natural resources in each region. (G)
- 4.12** Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)
- 4.13** Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)
- 4.14** Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)
- 4.15** Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:
  - At least three indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).
  - African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.

## GRADE FOUR—continued

### 4.15-continued

Major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).

Major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)

- 4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)

## *CANADA*

- 4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)
- 4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)
- 4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)
- 4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)
- 4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)
- 4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)

## *MEXICO*

- 4.23 On a map of North America, locate Mexico and its major cities. (G)
- 4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)
- 4.25 Identify the language, major religion, and peoples of Mexico. (H)
- 4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)

**GRADE FOUR—continued**

***OPTIONAL LEARNING STANDARDS FOR CENTRAL AMERICA AND THE CARIBBEAN ISLANDS***

- 4.27** On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)
- 4.28** Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)
- 4.29** Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados, and Jamaica). (H)
- 4.30** Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)

The grade 5 MCAS will cover the U.S. history, geography, economics, and civics standards, concepts, and skills of grades 4 and 5.

**GRADE 4: Correlation of Harcourt Horizons—States and Regions (Copyright 2003)  
To The Massachusetts History and Social Science Curriculum Framework**

CONCEPTS AND SKILLS LEARNING STANDARDS	LEVEL	LESSON/APPLICATION PAGE REFERENCES
<b>(A) Atlas pages (AB) Activity Book</b>		
<b>CONCEPTS AND SKILLS</b> <i>History and Geography</i>		
1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied.	States & Regions	26-27, 56, 57, 89 AB 1, 9-10, 18 A 2-3
2. Interpret a map using information from its title, compass rose, scale, and legend.	States & Regions	12-13, 70-71, 83, 212-213, 227, 257, 375 AB 1, 22-23, 56-57 A 2-3, 4-5, 6-7, 10-11, 12-13, 19
3. Observe and describe national historic sites and describe their function and significance.	States & Regions	29, 32, 41, 166-167, 168-169, 190-191, 210, 228-229, 245, 317, 326-327, 334-339, 355, 377, 402, 448, 469, 472-473, 494-495 AB 17, 52, 93-94, 101
<i>Civics and Government</i>		
4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition).	States & Regions	446-451, 463, 482-487, 492, 493, 496 AB 6 H 3
5. Give examples of the different ways immigrants can become citizens of the United States.	States & Regions	430-435, 449
<i>Economics</i>		
6. Define and give examples of natural resources in the United States.	States & Regions	49-53, 50, 56, 70-71, 88, 108-111, 180-185, 197, 206-207, 238-239, 248-251, 249-250, 253, 278-279, 350-355, 362, 373-379, 405-410 AB 18, 22-23, 49, 55, 67-68, 96 A 16
7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.	States & Regions	49-53, 54-55, 57, 90, 242-244, 258, 378-379, 386, 387, 405-410 AB 16
8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets.	States & Regions	279-280, 314-319, 328, 454-459 AB 121