

**Grade 4**  
**North American Geography**  
**with Optional Standards for One Early Civilization**

*In grade 4 students study the geography and people of the United States today. Students learn geography by addressing standards that 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.*

**Grade 4 Concepts and Skills**

Students should be able to:	
Apply concepts and skills learned in previous grades.	
<b>History and Geography</b>	<b>Resources</b>
(3)1. Explain the meaning of time periods or dates in historical narratives ( <i>decade, century, 1600's, 1776</i> ) and use them correctly in speaking and writing. (H)	
1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)	<b>Find Your Bearings, AIMS Geoskills software</b>
2. Identify the locations of the North and South Poles, the Equator, Prime Meridian, and the Northern, Southern, Eastern, and Western Hemispheres. (G)	<b>Find Your Bearings, AIMS Geoskills, Software</b>
3. Interpret a map using information from its title, compass rose, scale, and legend. (G)	<b>Find Your Bearings, AIMS Geoskills, software</b>
4. Observe and describe national historic sites and describe their function and significance. (H, C)	<b>Find Your Bearings, AIMS</b>
<b>Civics and Government</b>	<b>Resources</b>
5. 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)	
6. Give examples of the different ways immigrants can become citizens of the United States. (C)	

<b>Economics</b>	<b>Resources</b>
7. Define and give five examples of natural resources in the United States. (E)	
8. 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)	<b>Find Your Bearings</b> , AIMS Geoskills, software
9. Give examples of how the interaction of buyers and sellers influences the price of goods and services in markets. (E)	

### Grade 4 Learning Standards

Building on knowledge from previous years, students should be able to:	
<b>Regions of the United States</b>	<b>Resources</b>
4.14 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, the Rocky and Appalachian Mountain Ranges.(G)	<b>Explore Our Land</b>
4.15 On a map of North America, locate the present boundaries of the United States (including Alaska and Hawaii). Locate the ten regions of the United States (New England, Middle Atlantic States, Atlantic Coast and Appalachian States, Southeast and Gulf States, South Central States, Great Lake States, Plains States, Mountain States, Southwest Desert States, Pacific States) and the Commonwealth of Puerto Rico. (G)	<b>Explore Our Land</b>
4.16 Identify the states, state capitals, and major cities in each region. (G) (Review from grade 3)	<b>Explore Our Land</b>
4.17 Describe the climate, major physical features, and major natural resources in each region. (G)	<b>Explore Our Land</b>
4.18 Identify and describe unique features of the United States (the Grand Canyon, the Everglades, the Redwood Forest, Mount Rushmore, Yellowstone National Park, and Yosemite National Park). (G)	<b>Explore Our Land</b>

<p>4.19 Identify major monuments and historical sites in and around Washington, D.C. (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)</p>	
<p>4.20 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)</p>	<p><b>Explore Our Land</b></p>
<p>4.21 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</p> <ul style="list-style-type: none"> <li>• Several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, the Hawaiians, and the Inuits).</li> <li>• African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20<sup>th</sup> century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.</li> <li>• 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, German, Italians, Scottish, Irish, Jewish, Polish, and Scandinavian)</li> <li>• Major Spanish speaking (e.g. Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19<sup>th</sup> and 20<sup>th</sup> centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)</li> </ul>	<p><b>Explore Our Land</b></p>
<p>4.22 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italian, French Canadian, Armenian, Greek, Portuguese, Haitians, and Vietnamese). (H, G)</p>	<p><b>Explore Our Land</b></p>

<b>Canada</b>	<b>Resources</b>
4.23 On a map of North America, locate Canada, its provinces, and major cities. (G)	<b>Explore Our Land</b>
4.24 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)	<b>Explore Our Land</b>
4.25 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)	<b>Explore Our Land</b>
4.26 Identify when Canada became an independent nation and explain how independence was achieved. (H, G)	<b>Explore Our Land</b>
4.27 Identify the location of at least two Indian tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G)	<b>Explore Our Land</b>
4.28 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)	<b>Explore Our Land</b>
<b>Mexico</b>	<b>Resources</b>
4.29 On a map of North America, locate Mexico and its major cities. (G)	<b>Explore Our Land</b>
4.30 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)	<b>Explore Our Land</b>
4.31 Identify the language, major religion, and peoples of Mexico. (H)	<b>Explore Our Land</b>
4.32 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)	<b>Explore Our Land</b>

<b>Optional* Standards for Central America and the Caribbean Islands</b>	<b>Resources</b>
4.33 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)	
4.34 Describe the climate and the major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of these regions. (G, E)	
4.35 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)	
4.36 Identify when the countries in the Caribbean and Central America became independent nations and explain how independence was achieved. (H, G)	

