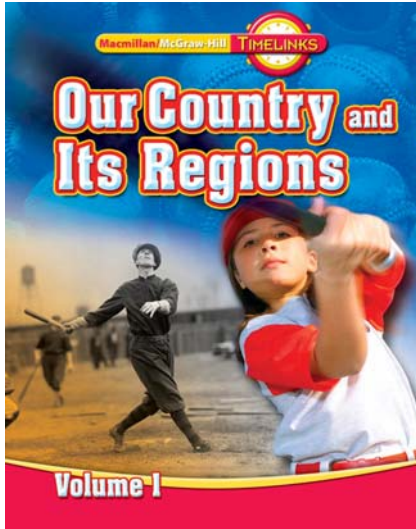




**Macmillan
McGraw-Hill**

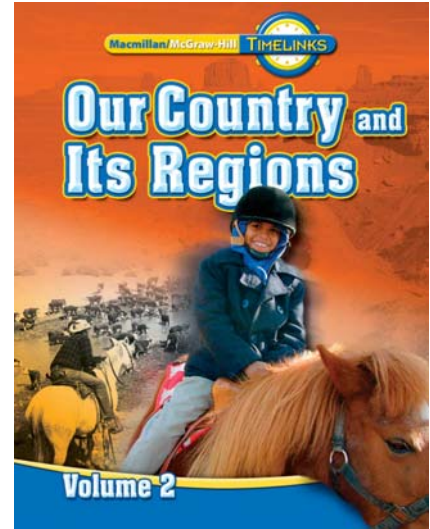
History and Social Science
Curriculum Framework
Grade 4

Massachusetts



Our Country and Its Regions

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STANDARDS

PAGE REFERENCES

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 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 studied in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

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

STANDARDS	PAGE REFERENCES
Grade 4 Concepts and Skills	
<p>Students should be able to: Apply concepts and skills learned in previous grades.</p>	
History and Geography	
<p>1. Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. (G)</p>	<p>Student Edition: 112-113, GH11 <i>World Atlas Grades 3-6</i> 4-18</p> <p>Teacher’s Edition: HOP GH17; LL GH11; UL 112-113</p>

STANDARDS	PAGE REFERENCES
<p>2. Interpret a map using information from its title, compass rose, scale, and legend. (G)</p>	<p>Student Edition: 42, 68-69, 73, GH6-GH7 <i>Map and Graph Skills</i> 77 <i>World Atlas Grades 3-6</i> 4-28</p> <p>Leveled Readers: Approaching Level Reader <i>Coronado Searches for Cities of Gold</i> On Level Reader <i>Coronado Searches for Cities of Gold</i> Beyond Level Reader <i>Coronado Searches for Cities of Gold</i> Approaching Level Reader <i>Gold!</i> On Level Reader <i>Gold!</i> Beyond Level Reader <i>Gold!</i> Approaching Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> On Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Beyond Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Approaching Level Reader <i>Riding the Rails to a New Life</i> On Level Reader <i>Riding the Rails to a New Life</i> Beyond Level Reader <i>Riding the Rails to a New Life</i> Approaching Level Reader <i>Wagons West!</i> On Level Reader <i>Wagons West!</i> Beyond Level Reader <i>Wagons West!</i></p> <p>Teacher’s Edition: RPM GH6-GH7; UEM 77</p>

STANDARDS	PAGE REFERENCES
<p>3. Observe and describe national historic sites and describe their function and significance. (H, C)</p>	<p>Student Edition: 2-3, 66-67, 68-69, 196, 226-227, 228 <i>People</i> 49 <i>Citizenship Grades 4-6</i> 10-11</p> <p>Leveled Readers: <i>Approaching Level Reader Coronado Searches for Cities of Gold</i> <i>On Level Reader Coronado Searches for Cities of Gold</i> <i>Beyond Level Reader Coronado Searches for Cities of Gold</i> <i>Approaching Level Reader Wagons West!</i> <i>On Level Reader Wagons West!</i> <i>Beyond Level Reader Wagons West!</i></p> <p>Teacher’s Edition: MR 196; PPE 2, 226; SW 228; TUS 68</p>
Civics and Government	
<p>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)</p>	<p>Student Edition: 121</p> <p>Leveled Readers: <i>Approaching Level Reader Vote!</i> <i>On Level Reader Vote!</i> <i>Beyond Level Reader Vote!</i></p> <p>Teacher’s Edition: S 120</p>

STANDARDS	PAGE REFERENCES
<p>Economics</p>	
<p>6. Define and give examples of natural resources in the United States. (E)</p>	<p>Student Edition: 10, 12-13, 14-15, 39, 71, 72-73, 80-81, 207-211, 242-243, 273</p> <p>Leveled Readers: Approaching Level Reader <i>Coronado Searches for Cities of Gold</i> On Level Reader <i>Coronado Searches for Cities of Gold</i> Beyond Level Reader <i>Coronado Searches for Cities of Gold</i> Approaching Level Reader <i>Gold!</i> On Level Reader <i>Gold!</i> Beyond Level Reader <i>Gold!</i> Approaching Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> On Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Beyond Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Approaching Level Reader <i>The Navajo: Tradition and Change</i> On Level Reader <i>The Navajo: Tradition and Change</i> Beyond Level Reader <i>The Navajo: Tradition and Change</i> Approaching Level Reader <i>Wagons West!</i> On Level Reader <i>Wagons West!</i> Beyond Level Reader <i>Wagons West!</i></p> <p>Teacher’s Edition: BI 14, 38; DI 243; RL 81, 209</p>

STANDARDS	PAGE REFERENCES
<p>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)</p>	<p>Student Edition: 19, 22-23, 26, 34, 52, 82-83, 95, 99, 100</p> <p>Leveled Readers: Approaching Level Reader <i>Coronado Searches for Cities of Gold</i> On Level Reader <i>Coronado Searches for Cities of Gold</i> Beyond Level Reader <i>Coronado Searches for Cities of Gold</i> Approaching Level Reader <i>Gold!</i> On Level Reader <i>Gold!</i> Beyond Level Reader <i>Gold!</i> Approaching Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> On Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Beyond Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Approaching Level Reader <i>The Navajo: Tradition and Change</i> On Level Reader <i>The Navajo: Tradition and Change</i> Beyond Level Reader <i>The Navajo: Tradition and Change</i> Approaching Level Reader <i>Wagons West!</i> On Level Reader <i>Wagons West!</i> Beyond Level Reader <i>Wagons West!</i></p> <p>Teacher’s Edition: BI 14, 38; DI 243; RL 81, 209</p>
<p>8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)</p>	<p>Student Edition: 19, 95, 99, 104, 211</p> <p>Leveled Readers: Approaching Level Reader <i>Gold!</i> On Level Reader <i>Gold!</i> Beyond Level Reader <i>Gold!</i></p> <p>Teacher’s Edition: DI 95; S 98</p>

STANDARDS	PAGE REFERENCES
Grade 4 Learning Standards	
Building on knowledge from previous years, students should be able to:	
<u>Optional Standards for Ancient China, c. 3000-200 BC/BCE</u>	
4.1 On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains. (G)	Student Edition: <i>World Atlas Grades 3-6</i> 16-17
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)	Student Edition: <i>World Atlas Grades 3-6</i> 17
Grade 4 Learning Standards	
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.)	
Building on knowledge from previous years, students should be able to:	
<u>Regions of the United States</u>	
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)	Student Edition: GH6-GH7, GH16-GH17, GH18 <i>World Atlas Grades 3-6</i> 4-9 Leveled Readers: <i>Approaching Level Reader Gold!</i> <i>On Level Reader Gold!</i> <i>Beyond Level Reader Gold!</i> <i>Approaching Level Reader Riding the Rails to a New Life</i> <i>On Level Reader Riding the Rails to a New Life</i> <i>Beyond Level Reader Riding the Rails to a New Life</i> Teacher's Edition: HOP GH18; RPM GH6

STANDARDS	PAGE REFERENCES
<p>4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the 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)</p>	<p>Student Edition: 73, GH6-GH7, GH14-GH15 <i>World Atlas Grades 3-6</i> 8-9</p> <p>Leveled Readers: Approaching Level Reader <i>The Amish</i> On Level Reader <i>The Amish</i> Beyond Level Reader <i>The Amish</i> Approaching Level Reader <i>Gold!</i> On Level Reader <i>Gold!</i> Beyond Level Reader <i>Gold!</i> Approaching Level Reader <i>Riding the Rails to a New Life</i> On Level Reader <i>Riding the Rails to a New Life</i> Beyond Level Reader <i>Riding the Rails to a New Life</i></p> <p>Teacher’s Edition: HOP GH15; RPM GH6</p>

STANDARDS	PAGE REFERENCES
<p>4.10 Identify the states, state capitals, and major cities in each region. (G)</p>	<p>Student Edition: 42, 81, GH6-GH7, GH9, GH12-GH13 <i>World Atlas Grades 3-6</i> 22-23</p> <p>Leveled Readers: Approaching Level Reader <i>The Amish</i> On Level Reader <i>The Amish</i> Beyond Level Reader <i>The Amish</i> Approaching Level Reader <i>Coronado Searches for Cities of Gold</i> On Level Reader <i>Coronado Searches for Cities of Gold</i> Beyond Level Reader <i>Coronado Searches for Cities of Gold</i> Approaching Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> On Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Beyond Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Approaching Level Reader <i>The Navajo: Tradition and Change</i> On Level Reader <i>The Navajo: Tradition and Change</i> Beyond Level Reader <i>The Navajo: Tradition and Change</i></p> <p>Teacher’s Edition: RM 80; RPM GH6</p>

STANDARDS	PAGE REFERENCES
<p>4.11 Describe the climate, major physical features, and major natural resources in each region. (G)</p>	<p>Student Edition: 10, 12-13, 14-15, 39, 71-76, 80-81, 82-83, 85-91, 199-204, 231-237, 263-269 <i>World Atlas Grades 3-6</i> 24-26</p> <p>Leveled Readers: Approaching Level Reader <i>Coronado Searches for Cities of Gold</i> On Level Reader <i>Coronado Searches for Cities of Gold</i> Beyond Level Reader <i>Coronado Searches for Cities of Gold</i> Approaching Level Reader <i>Gold!</i> On Level Reader <i>Gold!</i> Beyond Level Reader <i>Gold!</i> Approaching Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> On Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Beyond Level Reader <i>Liliuokalani: The Last Queen of Hawaii</i> Approaching Level Reader <i>The Navajo: Tradition and Change</i> On Level Reader <i>The Navajo: Tradition and Change</i> Beyond Level Reader <i>The Navajo: Tradition and Change</i> Approaching Level Reader <i>Wagons West!</i> On Level Reader <i>Wagons West!</i> Beyond Level Reader <i>Wagons West!</i></p> <p>Teacher’s Edition: BI 14, 38; DI 243; RL 81, 209</p>

STANDARDS	PAGE REFERENCES
<p>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)</p>	<p>Student Edition: 2-3, 68</p> <p>Leveled Readers: <i>Approaching Level Reader Coronado Searches for Cities of Gold</i> <i>On Level Reader Coronado Searches for Cities of Gold</i> <i>Beyond Level Reader Coronado Searches for Cities of Gold</i></p> <p>Teacher’s Edition: TUS 68</p>
<p>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)</p>	<p>Student Edition: 69</p> <p>Teacher’s Edition: TUS 68</p>
<p>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)</p>	<p>Student Edition: 17, 18-19, 20-21, 22-23, 184-185 <i>Places</i> 18</p> <p>Leveled Readers: <i>Approaching Level Reader Coronado Searches for Cities of Gold</i> <i>On Level Reader Coronado Searches for Cities of Gold</i> <i>Beyond Level Reader Coronado Searches for Cities of Gold</i></p> <p>Teacher’s Edition: BI 18, 20; DI 19; RL 184</p>

STANDARDS	PAGE REFERENCES
<p>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</p> <ul style="list-style-type: none"> A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits). B. 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. C. 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). D. 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) 	<p>Student Edition: 9-15, 41, 46, 58-59, 119, 183, 184-185, 186-187, 215-219, 247-250, 281-283</p> <p>Leveled Readers: Approaching Level Reader <i>The Amish</i> On Level Reader <i>The Amish</i> Beyond Level Reader <i>The Amish</i> Approaching Level Reader <i>Coronado Searches for Cities of Gold</i> On Level Reader <i>Coronado Searches for Cities of Gold</i> Beyond Level Reader <i>Coronado Searches for Cities of Gold</i> Approaching Level Reader Gold! On Level Reader Gold! Beyond Level Reader Gold! Approaching Level Reader <i>The Navajo: Tradition and Change</i> On Level Reader <i>The Navajo: Tradition and Change</i> Beyond Level Reader <i>The Navajo: Tradition and Change</i></p> <p>Teacher's Edition: BI 12, 14, 118, 182; CC 118; RL 217</p>
<p>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)</p>	<p>Student Edition: 152-153</p> <p>Teacher's Edition: DI 153; RL 153</p>
<p>Canada</p>	
<p>4.17 On a map of North America, locate Canada, its provinces, and major cities. (G)</p>	<p>Student Edition: 73, GH18 <i>World Atlas Grades 3-6</i> 8-9</p> <p>Teacher's Edition: HOP GH18</p>

STANDARDS	PAGE REFERENCES
<p>Mexico</p> <p>4.23 On a map of North America, locate Mexico and its major cities. (G)</p>	<p>Student Edition: GH18 <i>World Atlas Grades 3-6 8-9</i></p> <p>Leveled Readers: <i>Approaching Level Reader Coronado Searches for Cities of Gold</i> <i>On Level Reader Coronado Searches for Cities of Gold</i> <i>Beyond Level Reader Coronado Searches for Cities of Gold</i></p> <p>Teacher’s Edition: HOP GH18</p>
<p>4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)</p>	<p>Leveled Readers: <i>Approaching Level Reader Coronado Searches for Cities of Gold</i> <i>On Level Reader Coronado Searches for Cities of Gold</i> <i>Beyond Level Reader Coronado Searches for Cities of Gold</i></p>
<p>4.25 Identify the language, major religion, and peoples of Mexico. (H)</p>	<p>Student Edition: 253</p> <p>Leveled Readers: <i>Approaching Level Reader Coronado Searches for Cities of Gold</i> <i>On Level Reader Coronado Searches for Cities of Gold</i> <i>Beyond Level Reader Coronado Searches for Cities of Gold</i></p> <p>Teacher’s Edition: BI 252</p>

STANDARDS	PAGE REFERENCES
Optional Standards* for Central America and the Caribbean Islands	
<p>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)</p>	<p>Student Edition: GH18 <i>World Atlas Grades 3-6</i> 8-11</p> <p>Teacher’s Edition: HOP GH18</p>

* Districts, schools, and teachers may address these standards in grade 4 or grade 6.