

**BEMIDJI AREA SCHOOLS**  
**SOCIAL STUDIES LEARNER OUTCOMES**  
**FOURTH GRADE**

**IV. HISTORICAL SKILLS**

**B. Historical Resources**

Standard: The student will begin to use historical resources.

The student will:

1. Identify, describe, and extract information from various types of historical sources, both primary and secondary.
2. Assess the credibility and determine appropriate use of different sorts of sources.
3. Investigate the ways historians learn about the past if there are no written records.

**IV. HISTORICAL SKILLS**

**C. Historical Inquiry**

Standard: The student will present and explain the findings of a research project.

The student will:

1. Analyze how historians present their work in multiple formats.
2. Select a presentation medium for the project and learn the skills necessary to communicate their ideas.
3. Articulate a clear thesis statement that explains the historical relevance of their research topic.
4. Learn how to cite sources and document their research in the form of a bibliography.
5. Learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.

**V. GEOGRAPHY**

**A. Concepts of Location**

Standard: The student will use identify and locate major physical and cultural features that played an important role in the history of the United States.

The student will:

1. Locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.
2. Locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.

## **V. GEOGRAPHY**

### **A. Concepts of Location**

Standard: The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.

The student will:

1. Locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.

## **V. GEOGRAPHY**

### **C. Physical Features and Processes**

Standard: The student will use basic terminology describing basic physical and cultural features of continents studied.

The student will:

1. Locate and describe major physical features and analyze how they influenced cultures/civilizations studied.
2. Describe and locate major physical features in their local community and analyze their impact on the community.

## **V. GEOGRAPHY**

### **C. Physical Features and Processes**

Standard: The student will identify and locate geographic features associated with the development of the United States.

The student will:

1. Identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and in economic development in the United States.

## **V. GEOGRAPHY**

### **C. Physical Features and Processes**

Standard: The student will identify and locate geographic features associated with the development of Minnesota.

The student will:

1. Identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.
2. Identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.
3. Identify physical features that either hindered or promoted the

development of the fur trade and the rapid settlement in the early 19<sup>th</sup> century.

4. Identify physical features that either hindered or promoted the industrialization of the state.

## **V. GEOGRAPHY**

### **D. Interconnections**

Standard: The student will give examples that demonstrate how people are connected to each other and the environment.

The student will:

1. Identify factors that drew people to their local communities.
2. Analyze how the physical environment influences human activities.

## **V. GEOGRAPHY**

### **D. Interconnections**

Standard: The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.

The student will:

1. Analyze how changes in technology and political attitudes promoted development in various regions of the United States.
2. Analyze how changes in transportation affected settlement of the country.

## **V. GEOGRAPHY**

### **D. Interconnections**

Standard: The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.

The student will:

1. Give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.
2. Analyze how changes in transportation affected settlement of the state.
3. Explain the importance of site features in the establishment of Minnesota's largest cities.
4. Explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.
5. Identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.
6. Describe the settlement pattern of Minnesota's largest immigrant

- groups.
7. Use regions to analyze modern agriculture in Minnesota.

## **V. GEOGRAPHY**

### **D. Interconnections**

Standard: The student will identify how technology made some parts of Minnesota more valuable at particular times in history.

The student will:

1. Explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.

## **V. GEOGRAPHY**

### **D. Interconnections**

Standard: The student will describe how humans influence the environment and in turn are influenced by it.

The student will:

1. Recognize changes over time in nearby landscapes, resulting from human occupation.

## **VII. GOVERNMENT AND CITIZENSHIP**

### **A. Civic Values, Skills, Rights, and Responsibilities**

Standard: The student will recognize the importance of individual action and character in shaping civic life.

The student will:

1. Identify people who have dealt with challenges and made a positive difference in other people's lives and explain their contributions.

## **VII. GOVERNMENT AND CITIZENSHIP**

### **A. Civic Values, Skills, Rights and Responsibilities**

Standard: The student will understand the importance of participation in civic life and demonstrate effective civic skills.

The student will:

1. Explain the steps necessary to become an informed voter and an engaged citizen.
2. Explain the meaning of civic life and how all members of a community can be engaged.
3. Identify and research community problems and recommend solutions.
4. Analyze sources of information for accuracy, bias, and relevance, and

distinguish between fact and opinion in order to analyze a public policy issue.

## **VII. GOVERNMENT AND CITIZENSHIP**

### **B. Beliefs and Principles of United States Democracy**

Standard: The student will know symbols, songs, traditions, and landmarks/monuments that represent the beliefs and principles of the United States.

The student will:

1. Explain why key national, state, and local symbols, landmarks, and monuments are significant.
2. Know the Pledge of Allegiance, its history, and why Americans recite it.