

Grade 4 Benchmarks

Benchmark	Concepts	Skills	Essential Question(s)	Learning Targets ("I can..." statements)
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****Be aware of the use of “and” & “or” in the benchmark language related to Canada and Mexico;** sometimes students may look at the US and one of our neighboring countries and other times students need to study examples of **both** of our neighbors.

<p>4.1.1.1.1 Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue. <i>For example: Ways people take action—write a letter, make phone calls, create an advertisement or web page, attend a meeting.</i></p>	<p>Participation/ civic action Government Public issues</p>	<p>Describe how people take action and influence decision-making on issues Explain how governments address issues *Give a specific example of an issue</p>	<p>What can people do to influence decision-making? How do various governments address issues?</p>	<p>I can describe what people can do to influence a decision. I can explain how a government may respond to an issue.</p>
<p>4.1.4.6.1 Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government. <i>For example: Services provided by tribal governments—schools, hunting and fishing regulations.</i></p>	<p>Government governmental services</p>	<p>Describe some services provided by tribal government Distinguish between US and tribal gov’t (know that tribal gov’t exists and that it is separate from the U.S. gov’t)</p>	<p>What are some services provided by tribal governments? How is the United States government different from tribal government?</p>	<p>I can describe some services provided by tribal governments. I can explain how tribal governments are different from the U.S. government.</p>

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<p>4.1.4.6.2 Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected.</p> <p><i>For example: Mayor, city council member, state senator, governor</i></p>	<p>Roles and responsibilities</p> <p>Community, state and nation (levels of government)</p> <p>Government leaders</p>	<p>Describe what leaders at different levels of gov't do</p> <p>Identify current leaders and how they are selected</p>	<p>What are the roles and responsibilities of government leaders?</p> <p>Who are our leaders?</p>	<p>I can identify the roles and responsibilities of government leaders (local, state, national).</p> <p>I can identify some current leaders and how they were selected.</p>
<p>4.2.1.1.1 Apply a reasoned decision-making process to make a choice.</p> <p><i>For example: Processes—a decision tree or PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). A choice— evaluating the benefits and costs of buying a new game.</i></p>	<p>Choice</p> <p>Problem</p> <p>Alternative</p> <p>Criteria</p> <p>Evaluation</p> <p>Decision</p>	<p>Apply a reasoned decision-making process</p>	<p>What processes can be used to make decisions?</p>	<p>I can use a decision-making process to make a choice.</p>
<p>4.2.3.3.1 Define the productivity of a resource and describe ways to increase it.</p> <p><i>For example: Productivity equals the amount of output divided by the amount of input (resource). Things that can increase productivity— division of labor,</i></p>	<p>Productivity</p> <p>Resources (Human, Capital, Natural)</p>	<p>Define productivity</p> <p>Describe ways to increase productivity</p>	<p>What are different ways to increase the productivity of a resource?</p>	<p>I can tell someone what productivity means.</p> <p>I can explain that there are ways to make a</p>

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specialization, improvements in technology (the way things are made). The productivity of a corn farmer (resource) has been improved by the use of specialized equipment, development of new varieties of seeds and fertilizers and improved farming techniques.				resource more productive. I can give examples of ways to make a resource more productive.
4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets. <i>For example:</i> Markets—mall stores, online shopping, mail orders, garage sales, employment center. Prices—\$40 for a video game, \$15 for one hour of a worker’s labor.	Market Interaction Exchange Price	Describe a market Describe how exchanges are made	How are exchanges made in markets?	I can tell someone what a market is. I can describe how exchanges are made.
4.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.	Space Spatial information	Create and use different kinds of maps (*TODALSS)	How do maps display information?	I can create and use different kinds of maps. I can identify and use TODALS on a map.

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<i>For example: “TODALS” map basics-title, orientation, date, author, legend/key, and scale. Spatial information-cities, roads, boundaries, bodies of water, regions.</i>				I can explain the use of points, lines and colored areas to display map information.
4.3.1.1.2 Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.	Space Absolute Location -latitude (distance from Equator) -longitude (distance from Prime Meridian) Note: locating “places” not learning about the specific characteristics of places (e.g. mountains or music) - place is not a concept here	Use grid system of latitude and longitude to locate places on maps and globes	What are ways to describe locations on globes and maps?	I can locate places on a map and globe using latitude and longitude.
4.3.1.2.1 Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.	Geographic issues Space Place Region Geographic tools	Use information in print and online atlases to answer questions	How do people address geographic issues?	I can use information from an atlas to answer specific questions.
4.3.1.2.2 Use photographs or satellite-produced images to interpret spatial	Space	Interpret spatial information on	How are images used to find geographic	I can use a photograph or satellite image to

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information about the United States, and also Canada or Mexico.	Spatial information	photos and satellite images	information?	gain information about a place or area.
4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.	Place Physical characteristics Human characteristics	Locate and name both physical and human features (US and Canada or Mexico)	What do the land and people look like in North America?	I can locate and identify physical features of a place or area. I can locate and identify human characteristics of a place or area.
4.3.2.4.1 Name and locate states and territories, major cities and state capitals in the United States.	Space Location Territories Boundaries	Name and locate states, territories, major cities, and capitals	Why is it important to know the states and major cities in my country?	I can name and locate states, territories, major cities and capitals in the U.S.
4.3.2.4.2 Name and locate countries neighboring the United States and their major cities.	Space Location Boundaries	Locate neighboring countries and major cities (use maps and atlases)	Why is it important to know the countries and major cities in North America?	I can name and locate neighboring countries and their capitals and major cities.

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4.3.3.5.1 Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.	Population distribution Change Century (time)	Use data to explain changes in population distribution during the past 100 years (US and Canada)	How has where people have lived in the U.S. and Canada changed over time?	I can use U.S. data to explain changes in where people have lived during the past 100 years.
4.3.3.6.1 Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.	Geographic factors Population distribution Growth of cities	Explain how geographic factors impact where people live (US and Canada)	How has physical geography impacted where people have lived?	I can explain how the geography of an area affected the growth of cities.
4.3.4.9.1 Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.	Environment Human adaption Interaction (choice)	Explain how humans and the environment interact	How do humans interact with the environment?	I can explain how people adapt or change the environment. I can explain how the environment changes people.
4.3.4.10.1 Describe how the location of resources and the distribution of people and	Location Resources	Describe how regions have been created in	How do regions develop?	I can explain how and why regions were

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their various economic activities have created different regions in the United States and Canada.	Regions	the US and Canada		created.
4.3.4.10.2 Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.	Geographic factors Regions (agricultural)	Analyze how geography impacted how farming regions developed	How has farmland developed over time?	I can explain how geography has affected modern farming regions.
4.4.1.2.1 Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.	Regions Time Change	Compare and contrast a region in the US with Canada or Mexico over time using maps	How do we use maps to compare and contrast the ways regions change over time?	I can use maps to compare and contrast regions over time.
4.4.2.4.1 Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.	Immigration Space Timeline Community	Create a timeline to show when, why and how different groups moved to your community and state	Why and how did the people who live in your community come? What are the origins of people who live in Minnesota today?	I can use geographic tools to show where people in my community and in MN came from. I can create a timeline to show when people moved to my community and to MN. I can describe why and

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				how people came to my community and to MN.

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