

STANDARDS

Oklahoma Standards Checklist



hello



4th GRADE



Oklahoma Academic Standards for ELA

4th Grade

Standard I: Speaking & Listening



Listening

Standard	Date	Date	Notes
4.I.L.1 Students will actively listen using agreed-upon discussion rules.			
4.I.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.			

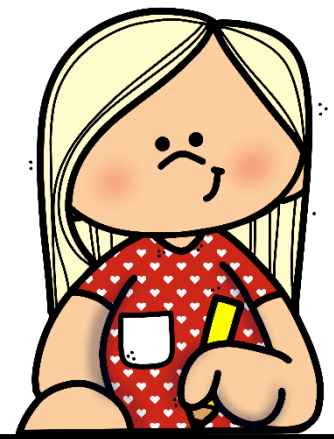
Standard I: Speaking & Listening

Speaking

Standard	Date	Date	Notes
4.I.S.1 Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.			
4.I.S.2 Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.			
4.I.S.3 Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.			

Standard 2: Reading Foundations

Phonological Awareness



Standard	Date	Date	Notes
4.2.PA Students will continue to review and apply earlier grade-level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.			

Standard 2: Reading Foundations

Print Concepts

Standard	Date	Date	Notes
4.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.			

Standard 2: Reading Foundations

Phonics and Word Study

Standard	Date	Date	Notes
4.2.PWS.I Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills: <ul style="list-style-type: none">• letter-sound correspondences• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)			



Standard 2: Reading Foundations

Phonics and Word Study

Standard	Date	Date	Notes
4.2.PWS.2 Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none">• contractions• abbreviations• common roots and related affixes• morphology• semantics			

Standard 2: Reading Foundations

Spelling/Encoding

Standard	Date	Date	Notes
4.2.SE.1 Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills: <ul style="list-style-type: none">• letter-sound correspondences• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)			
4.2.SE.2 Students will use structural analysis to correctly spell the following parts of words: <ul style="list-style-type: none">• contractions• abbreviations• common spelling rules related to adding prefixes and suffixes			

Standard 2: Reading Foundations

Fluency

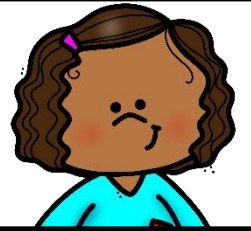
Standard	Date	Date	Notes
4.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.			
4.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.			

Standard 2: Reading and Writing Processes

Reading

Standard	Date	Date	Notes
4.2.R.1 Students will determine the key details that support the main idea of a text.			
4.2.R.2 Students will compare fiction, poetry, and nonfiction to distinguish various genres.			
4.2.R.3 Students will summarize and sequence the important events of a story.			
4.2.R.4 Students will summarize facts and details from an informational text.			

Writing



Standard	Date	Date	Notes
4.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.			
4.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).			
4.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.			
4.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).			



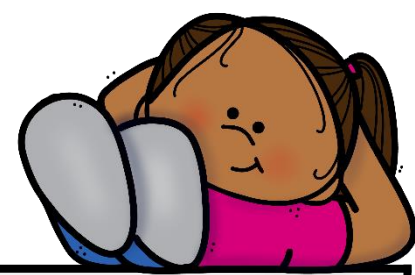
Standard 3: Critical Reading and Writing

Reading

Standard	Date	Date	Notes
4.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.			
4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.			
4.3.R.3 Students will find textual evidence of literary elements: <ul style="list-style-type: none">● setting● plot● characters (i.e., protagonist, antagonist)● characterization● conflict			
4.3.R.4 Students will find textual evidence of literary devices: <ul style="list-style-type: none">● metaphor● idiom● personification● hyperbole● simile● alliteration● onomatopoeia			
4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.			
4.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.			
4.3.R.7 Students will distinguish the structures of an informational text: <ul style="list-style-type: none">● cause/effect● problem/solution● description			

Standard 3: Critical Reading and Writing

Writing



Standard	Date	Date	Notes
<p>4.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> • include plots with a climax and resolution • include developed characters who overcome conflicts and use dialogue • use a consistent point of view • unfold in chronological sequence • use sentence variety, sensory details, and vivid language to create interest • model literary elements and/or literary devices from mentor texts 			
<p>4.3.W.2 Students will compose informative essays that:</p> <ul style="list-style-type: none"> • introduce and develop a topic • incorporate evidence (e.g., specific facts, examples) • maintain an organized structure with transitional words and phrases • use sentence variety and word choice to create interest • model literary devices from mentor texts 			
<p>4.3.W.3 Students will write opinion essays that:</p> <ul style="list-style-type: none"> • introduce a topic and state an opinion • incorporate relevant, text-based evidence to support the opinion • use sentence variety and word choice to create interest • maintain an organized structure with transitional words and phrases 			



Standard 4: Vocabulary

Reading

Standard	Date	Date	Notes
4.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.			
4.4.R.2 Students will use context clues to clarify the meaning of words.			
4.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.			
4.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.			
4.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.			

Standard 4: Vocabulary

Writing

Standard	Date	Date	Notes
4.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.			
4.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.			

Standard 5: Language

Reading

Standard	Date	Date	Notes
4.5.R.1 Students will recognize simple and compound sentences.			
4.5.R.2 Students will recognize parts of speech in sentences: <ul style="list-style-type: none"> • irregular possessive nouns (e.g., <i>children's</i>) • irregular and past participle verbs and verb tense to identify settings, times, and sequences • subject and verb agreement • comparative and superlative adjectives • prepositional phrases • possessive pronouns and the nouns they replace (i.e., antecedents) • coordinating conjunctions • comparative and superlative adverbs • interjections 			



Standard 5: Language Writing

Standard	Date	Date	Notes
4.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.			
4.5.W.2 Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.			
4.5.W.3 Students will recognize and correct errors in subject and verb agreement.			
4.5.W.4 Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.			

Standard 5: Language

Writing

Standard	Date	Date	Notes
4.5.W.5 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.			
4.5.W.6 Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.			
4.5.W.7 Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.			
4.5.W.8 Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).			
4.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.			
4.5.W.10 Students will use underlining or italics to indicate titles of works.			

Standard 6: Research

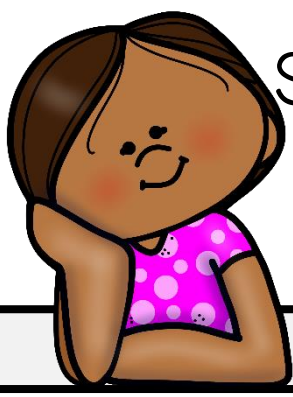
Reading



Standard	Date	Date	Notes
4.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).			
4.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.			
4.6.R.3 Students will determine the relevance of the information gathered.			

Writing

Standard	Date	Date	Notes
4.6.W.1 Students will generate a viable research question about a topic.			
4.6.W.2 Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).			
4.6.W.3 Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.			



Standard 7: Multimodal Literacies

Reading & Writing

Standard	Date	Date	Notes
4.7R Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.			
4.7W Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: <ul style="list-style-type: none">• writing/alphabetic• sound, visual, and/or spatial• movement			

Standard 8: Independent Reading & Writing

Reading & Writing

Standard	Date	Date	Notes
4.8R Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.			
4.8W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.			



Oklahoma Academic Standards for Math 4th Grade

Standards: Number and Operations

Standard	Date	Date	Notes
4.N.1 Compare and represent whole numbers up to 1,000,000 with an emphasis on place value and equality.			
4.N.1.1 Read, write, discuss, and represent whole numbers up to 1,000,000. Representations may include numerals, words, pictures, number lines, and manipulatives.			
4.N.1.2 Use place value to describe whole numbers between 1,000 and 1,000,000 in terms of millions, hundred thousands, ten thousands, thousands, hundreds, tens, and ones with written, standard, and expanded forms.			
4.N.1.3 Applying knowledge of place value, use mental strategies (no written computations) to multiply or divide a number by 10, 100 and 1,000.			
4.N.1.4 Use place value to compare and order whole numbers up to 1,000,000, using comparative language, numbers, and symbols.			

Standards: Number and Operations 2

Standard	Date	Date	Notes
4.N.2 Solve real-world and mathematical problems using multiplication and division.			
4.N.2.1 Demonstrate fluency with multiplication and division facts with factors up to 12.			
4.N.2.2 Multiply 3-digit by 1-digit and 2-digit by 2-digit whole numbers, using various strategies, including but not limited to standard algorithms.			
4.N.2.3 Estimate products of 3-digit by 1-digit and 2-digit by 2-digit whole number factors using a variety of strategies (e.g., rounding, front end estimation, adjusting, compatible numbers) to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.			
4.N.2.4 Apply and analyze models to solve multi-step problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.			
4.N.2.5 Use strategies and algorithms (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties) based on knowledge of place value, equality, and properties of operations to divide a 3-digit dividend by a 1-digit whole number divisor, with and without remainders.			

Standards: Number and Operations 3



Standard	Date	Date	Notes
4.N.3 Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand decimal quantities.			
4.N.3.1 Represent and rename equivalent fractions using fraction models (e.g., parts of a set, area models, fraction strips, number lines).			
4.N.3.2 Use benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$ to locate additional fractions with denominators up to twelfths on a number line.			
4.N.3.3 Use models to order and compare whole numbers and fractions less than and greater than one, using comparative language and symbols.			
4.N.3.4 Decompose a fraction into a sum of fractions with the same denominator in more than one way, using concrete and pictorial models and recording results with numerical representations (e.g. $\frac{3}{4} = \frac{1}{3} + \frac{1}{4} + \frac{1}{4}$ and $\frac{3}{4} = \frac{2}{4} + \frac{1}{4}$)			
4.N.3.5 Use models to add and subtract fractions with like denominators.			
4.N.3.6 Represent tenths and hundredths with concrete and pictorial models, making connections between fractions and decimals.			
4.N.3.7 Read and write decimals in standard, word, and expanded form up to at least the hundredths place in a variety of contexts, including money.			

Standards: Number and Operations 3

Standard	Date	Date	Notes
4.N.3.8 Compare and order decimals and whole numbers using place value and various models including but not limited to grids, number lines, and base 10 blocks.			
4.N.3.9 Compare and order benchmark fractions (0, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1) and decimals (0, 0.25, 0.50, 0.75, 1.00) in a variety of representations.			
4.N.4 Determine the value of bills and coins in order to solve monetary transactions.			
4.N.4.1 Select the fewest number of coins for a given amount of money up to one dollar.			
4.N.4.2 Given a total cost (dollars and coins up to twenty dollars) and amount paid (dollars and coins up to twenty dollars), find the change required in a variety of ways.			

Standards: Algebraic Reasoning & Algebra



Standard	Date	Date	Notes
4.A.1 Describe, create, and analyze multiple representations of patterns to solve real-world and mathematical problems.			
4.A.1.1 Create an input/output chart or table to represent or extend a numerical pattern.			
4.A.1.2 Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number.			
4.A.1.3 Construct models to show growth patterns involving geometric shapes and define the single operation rule of the pattern.			

Standards: Algebraic Reasoning & Algebra



Standard	Date	Date	Notes
4.A.2 Use multiplication and division with variables to create number sentences representing a given mathematical situation.			
4.A.2.1 Use the relationships between multiplication and division with the properties of multiplication to solve problems and find values for variables that make number sentences true.			
4.A.2.2 Solve for a variable in an equation involving addition, subtraction, multiplication, or division with whole numbers. Analyze models to represent number sentences and vice versa.			
4.A.2.3 Determine the unknown addend or factor in equivalent and non-equivalent expressions (e.g., $5 + 6 = 4 + o$, $3 \cdot 8 < 3 \cdot o$).			

Standards: Geometry & Measurement I

Standard	Date	Date	Notes
4.GM.1 Name, describe, classify, and construct polygons and three dimensional figures based on their attributes; recognize polygons and three-dimensional figures in real-life and mathematical situations.			
4.GM.1.1 Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various models.			
4.GM.1.2 Describe, classify, and construct quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various models.			
4.GM.1.3 Given two three-dimensional shapes, identify each shape. Compare and contrast their similarities and differences based on their attributes.			

Standards: Geometry & Measurement 2



Standard	Date	Date	Notes
4.GM.2 Recognize and measure attributes in real-world and mathematical situations using various tools.			
4.GM.2.1 Measure angles in geometric figures and real-world objects with a protractor or angle ruler.			
4.GM.2.2 Find the area of polygons by determining if they can be decomposed into rectangles.			
4.GM.2.3 Develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use a variety of tools and create models to determine the volume using appropriate measurements (e.g., cm ³).			
4.GM.2.4 Choose an appropriate instrument to measure the length of an object to the nearest whole centimeter or quarter inch.			
4.GM.2.5 Recognize and use the relationship between inches, feet, and yards to measure and compare objects.			
4.GM.2.6 Recognize and use the relationship between millimeters, centimeters, and meters to measure and compare objects.			
4.GM.2.7 Determine and justify the best use of customary and metric measurements in a variety of situations (liquid volumes, mass vs. weight, temperatures above 0 (zero) degrees, and length).			

Standards: Geometry & Measurement 3



Standard	Date	Date	Notes
4.GM.3 Determine elapsed time and convert between units of time.			
4.GM.3.1 Determine elapsed time.			
4.GM.3.2 Convert one measure of time to another including seconds to minutes, minutes to hours, hours to days, and vice versa, using various models.			

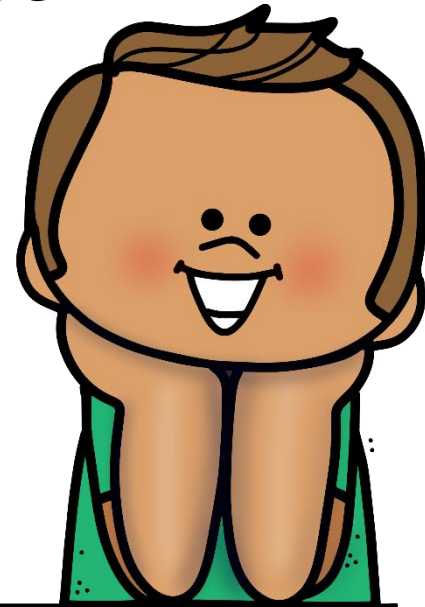
Standards: Data & Probability

Standard	Date	Date	Notes
4.D.1 Summarize, construct, and analyze data.			
4.D.1.1 Create and organize data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.			
4.D.1.2 Organize data sets to create tables, bar graphs, timelines, and Venn diagrams. The data may include benchmark fractions or decimals ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 0.25, 0.50, 0.75).			
4.D.1.3 Solve one- and two-step problems by analyzing data in whole number, decimal, or fraction form in a frequency table and line plot.			

Oklahoma Academic Standards for Science

4th Grade

Standards: Energy



Standard	Date	Date	Notes
4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.			
4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.			
4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide			
4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.			



Standards: Waves and Their Applications in Technologies for Information

Standard	Date	Date	Notes
4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and to show that waves can cause objects to move.			
4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.			
4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.			

Standards: Molecules to Organisms: Structure and Process

Standard	Date	Date	Notes
4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.			
4-LS1-2 Use a model to describe that animals' receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.			

Standards: Earth's Place in the Universe

Standard	Date	Date	Notes
4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.			



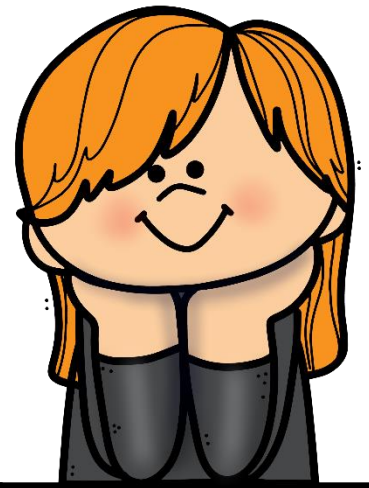
Standards: Earth's Systems

Standard	Date	Date	Notes
4-ESS2-1 Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion.			
4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.			

Standards: Earth and Human Activity

Standard	Date	Date	Notes
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment.			
4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.			

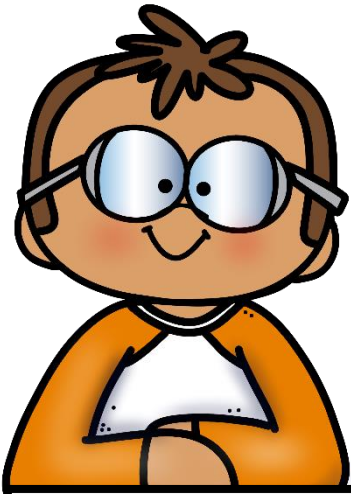
Standards: Matter and Its Interactions



Standard	Date	Date	Notes
5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.			
5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.			
5-PS1-3 Make observations and measurements to identify materials based on their properties.			

Oklahoma Academic Standards for Social Studies

Standard I: Citizenship 4th Grade



The student will describe the features of self-government and the role of citizens of the United States.

Standard	Date	Date	Notes
<p>4.SS.I.1 Describe the concepts of democracy and representative government, including the rule of law, equality, the common good, and individual rights.</p> <p>A. Explain the concept of civic responsibilities, including respect for the law, the necessity for compromise, civic participation, and public service.</p> <p>B. Understand the necessity of respect for diversity of the individual and diversity of groups comprising American society.</p>			
<p>4.SS.I.2 Compare powers exercised by the local, state, and national levels of governments, recognizing tribal sovereignty as a tribal nation's inherent right to self-govern.</p>			
<p>4.SS.I.3 Summarize the role of citizens as responsible stewards of natural resources and the environment.</p> <p>A. Describe the benefits of participation in recycling and anti-littering activities.</p> <p>B. Identify present-day examples to conserve natural resources and the development of alternative, sustainable energy sources.</p>			

Oklahoma Academic Standards for Social Studies

4th Grade

Standard 2: Geography

The student will examine the physical geography and environments of the United States.



Standard	Date	Date	Notes
<p>4.SS.2.1 Use maps and other geographic representations (such as globes and graphs), tools, and technologies to acquire, process, and report information from a spatial perspective.</p> <p>A. Use and describe various elements of maps, including keys/legends, scale, cardinal, and intermediate directions.</p> <p>B. Interpret aerial photographs, satellite images and thematic maps to locate and identify physical and human features of the United States and North America.</p> <p>C. Use latitude and longitude to identify the location of physical and human features of the United States.</p>			
<p>4.SS.2.2 Identify major physical features in the United States and analyze how physical processes shape places.</p> <p>A. Identify and describe the physical characteristics of places, including the major landforms, bodies of water, vegetation and climates in the United States.</p> <p>B. Describe the location and characteristics of the major ecosystems in the United States.</p>			

Oklahoma Academic Standards for Social Studies

4th Grade

Standard 2: Geography

The student will examine the physical geography and environments of the United States.



Standard	Date	Date	Notes
<p>4.SS.2.3 Explain how people create regions using common geographic characteristics.</p> <p>A. Identify and describe the major physical, cultural, and economic regions of the United States, comparing one's own region to the other regions.</p> <p>B. Explain how and why regions change over time by comparing regions in the past with life in the same regions in the present.</p>			
<p>4.SS.2.4 Describe how physical processes of the Earth's surface impact humans and their environment.</p> <p>A. Identify and describe the different climates in the United States using maps, globes, and graphs.</p> <p>B. Explain how climate and natural processes including floods, wind, and storms impact how we live.</p>			
<p>4.SS.2.5 Identify and locate on a political map the fifty states and the United States capitol.</p>			

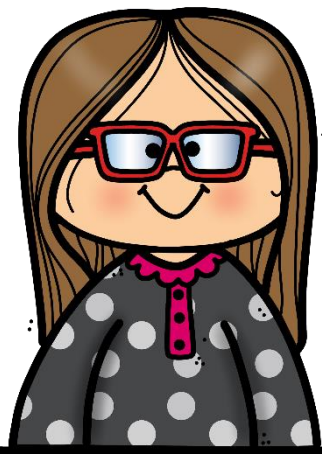


Oklahoma Academic Standards for Social Studies

Standard 3: History 4th Grade

The student will analyze the human characteristics of the United States and how geography impacts historic events

Standard	Date	Date	Notes
<p>4.SS.3.1 Identify and describe early settlement patterns of regions in the United States.</p> <ul style="list-style-type: none">A. Draw conclusions from maps to show how climate, vegetation, natural resources, and historic events affect the location and growth of settlements.B. Identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership.C. Summarize the reasons for key expeditions of North America by Spain, France, and England and their impact on the development of each region.D. Identify push and pull factors of human migration.E. Evaluate the impact of the Columbian Exchange on American Indian groups, African slaves and European settlers, including agriculture, trade, culture, military alliances, control of territory, and the sudden and significant decline of indigenous peoples.			
<p>4.SS.3.2 Examine the characteristics of culture, including the distribution and complexity of the regions of the United States.</p> <ul style="list-style-type: none">A. Identify the characteristics of culture (language, customs, beliefs, food, clothing, shelter) and compare the cultural characteristics of different regions of the United States.B. Explain how the characteristics of culture affect the ways in which people live.			



Oklahoma Academic Standards for Social Studies

Standard 4: Economics 4th Grade

The student will identify and describe basic economic activities of the United States.

Standard	Date	Date	Notes
<p>4.SS.4.1 Analyze how humans adapt to and modify their environments in order to survive and grow.</p> <p>A. Explain how humans depend upon the physical environment for food, shelter, and economic activities.</p> <p>B. Distinguish between renewable and nonrenewable resources.</p> <p>C. Explain how physical environments can provide both opportunities and limitations for human activity.</p>			
<p>4.SS.4.2 Describe the patterns and networks of economic interdependence among regions of the United States.</p> <p>A. Identify and locate on a map the major cities of the United States, including their relative location to natural resources and transportation routes.</p> <p>B. Identify the major economic activities of each region of the United States by comparing how people satisfy their basic needs through the production of goods and services.</p> <p>C. Describe the relative location of natural resources, such as fossil fuels, minerals and soils, and their relationship to each region's major economic activities, including agriculture, manufacturing, transportation, energy, and services.</p>			
<p>4.SS.4.3 Explain how economic activities can threaten the physical environment.</p> <p>A. Identify ways in which humans can change ecosystems, such as clearing forests, draining wetlands, and diverting waterways, by examining present-day issues related to the use of resources.</p> <p>B. Identify examples of changes in land use in local communities and how the physical environment can be stressed by human activities.</p>			



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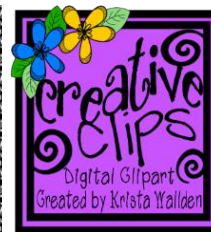
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