

# Grade 4

## Disciplinary Skills and Processes

**SP1 Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. 4.SP1**

- 1 Create and use a chronological sequence of related events to compare developments that happened at the same time. 4.SP1.1
- 2 Compare life in specific historical time periods to life today. 4.SP1.2
- 3 Generate questions about individuals and groups who have shaped significant historical events. 4.SP1.3
  - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans

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**SP2 Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. 4.SP2**

- 1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events. 4.SP2.1
  - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 2 Explain connections among historical contexts and people's perspectives at the time. 4.SP2.2

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**SP3 Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.** 4.SP3

- 1 Develop questions about events and developments in the Americas. 4.SP3.1
- 2 Compare information provided by different sources about events and developments in the Americas. 4.SP3.2
- 3 Generate questions about multiple sources and their relationships to events and developments in the Americas. 4.SP3.3
- 4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic. 4.SP3.4
- 5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources. 4.SP3.5
- 6 Present summaries of arguments and explanations using print, oral, and digital technologies. 4.SP3.6

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**SP4 Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.** 4.SP4

- 1 Explain probable causes and effects of events and developments. 4.SP4.1
- 2 Summarize the central claim in a secondary work of history. 4.SP4.2
- 3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events. 4.SP4.3

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**Civics**

**C1 Civic virtues and democratic principles are key components of the American political system.** 4.C1

- 1 ● 4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas. 4.C1.1
  - ■ Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.

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**C2 Citizens have individual rights, roles, and responsibilities.** 4.C2

- 1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights. 4.C2.1
    - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas
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## Economics

### **E2 By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.** 4.E2

- 1 Examine concepts of scarcity, choice, opportunity cost, and risk. 4.E2.1
  - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

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### **E3 Individuals and institutions are interdependent within market systems.** 4.E3

- 1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas. 4.E3.1
  - Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

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## Geography

### **G1 The use of geographic representations and tools help individuals understand their world.** 4.G1

- 1 Use and construct maps and graphs to represent changes in the Americas over time. 4.G1.1
  - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies

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### **G2 Human-environment interactions are essential aspects of human life in all societies.** 4.G2

- 1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. 4.G2.1
  - Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources

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### **G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.** 4.G3

- 1 Explain how the location and use of resources affects human settlement and movement. 4.G3.1
  - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas

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**G4 Global interconnections and spatial patterns are a necessary part of geographic reasoning.** 4.G4

- 1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. 4.G4.1
    - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources
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**History**

**H1 The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.** 4.H1

- 1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. 4.H1.1
    - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies
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**H2 Cycles of conflict and cooperation have shaped relations among people, places, and environments.** 4.H2

- 1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration 4.H2.1
  - 2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians. 4.H2.2
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**H3 Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.** 4.H3

- 1 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas. 4.H3.1
  - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
  - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality