

GLOBAL CITIZENSHIP	
Grade 4	
PBLO: History	
	Use historical inquiry to gather information about the past, make sense of the present, and make predictions about the future.
	Performance Indicators
1.	I can identify cause and effect for specific historical events in my community, state, nation or world.
2.	I can construct timelines of significant historical developments in my community, state, nation, or world to interpret timeline data.
3.	I can identify and use various sources for understanding the past such as documents, letters, diaries, maps, textbooks, photos and others in my community, state, nation or world.
Reason	
PBLO: Citizenship	
	Understand and participate in a democratic society.
	Performance Indicators
1.	I can explore how and why rules and laws are created and define them in my community and state
2.	I can identify the rights and responsibilities of citizenship in a school, community or nation.
3.	I can identify the basic function, structure, and purpose of government in my community and state
4.	I can use varied print and digital media to gain an understanding of current events impacting my community, state, nation or world.
Reason	Given the state of world affairs, Citizenship seems like the obvious place to prioritize our curricular focus for the coming year. These skills and understandings are crucial for the successful navigation of the increasingly complex and interconnected world. The specific

	indicators under Citizenship can all be directly linked with some of more content-specific indicators under History or Social Sciences, and thus we feel that we will not be losing those important pieces. For the sake of simplicity in implementation, selecting the entire category (or most of it) will make it easy to keep these priority PBLO indicators in mind, without selecting too many and overwhelming our colleagues.
PBLO: Social Sciences	
	Understand the complexity of culture in regards to geography, economics and the way people think and view the world.
	Performance Indicators
1.	I can identify expressions of culture in Vermont and the U.S. such as language, social institutions, beliefs and customs, economic activities, and food.
2.	I can identify expressions of culture in the U.S., past and present.
3.	I can identify and use the basic elements of a physical or digital map or globe (embedded in other units).
4.	I can describe the relationships between the physical geography of the local community and Vermont and its people.
5.	I can observe, compare, and analyze patterns of national and global land use to understand why particular locations are used for certain human activities.
Reason	This is a specific/essential skill for students - other areas can be filtered through the focus on Citizenship.