

Cameron R-1 Scope and Sequence 4th Grade Social Studies

Quarter 1			Quarter 2		Quarter 3			Quarter 4
Days/ Weeks	5 Weeks	4 Weeks	4 Weeks	5 Weeks	3 Weeks	3 Weeks	3 Weeks	9 Weeks
Name of Unit	Native Americans Our Nation (up to c. 1799)	European Explorers Our Nation (up to c. 1799)	Geography and Regions Our Nation (up to c. 1799)	Colonization Our Nation (up to c. 1799)	American Revolution Our Nation (up to c. 1799)	Important Documents Our Nation (up to c. 1799)	Government Our Nation (up to c. 1799)	Economics Our Nation (up to c. 1799)
Priority Standards	4.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding	4.TS.7.E.a Generate compelling research questions about a social studies' topic.	4.TS.7.A.a Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support. 4.TS.7.A.b Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing,	4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.	4.TS.7.E.c Identify and use appropriate resources for investigating a compelling social studies' question.	4.TS.7.E.b Apply a research process to a compelling social studies' question 4.TS.7.F.a Research an appropriate social studies' question and share results with an audience	4.TS.7.D.a With assistance, conduct and present social studies research to an audience using appropriate sources.	4.TS.7.C.a Distinguish between facts and opinion and recognize bias and point of view in social studies topics.

			and musical instruments.					
Supporting Standards	4.H.3.A.a Describe the migrations of Native Americans prior to 1800. 4.H.3.C Identify and describe the contributions of significant individuals to America and to the United States prior to 1800. 4.EG.5.D.a Identify and compare diverse human characteristics of the nation, such as people's education, language, economics, religions, settlement patterns, ethnic background and political systems. 4.RI.6.A Students identify and compare cultural characteristics of specific historic time periods in the U.S. prior to 1800. 4.RI.6.C	4.PC.1.E Describe the character traits and civic attitudes of significant individuals prior to c.1800. 4.H.3.A.b Describe the discovery, exploration and early settlement of America by Europeans prior to 1800. 4.EG.5.E Analyze how changes in communication and Transportation technologies affect people's lives. 4.RI.6.B Apply constructive processes or methods for resolving conflicts.	4.EG.5.A Construct and interpret historical and current maps. 4.EG.5.B Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics. 4.EG.5.F Identify different kinds of regions in the United States and analyze how their characteristics affect people who live there. 4.EG.5.G Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.	4.GS.2.B Analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from early settlement to c.1800 4.H.3.A.b Describe the discovery, exploration and early settlement of America by Europeans prior to 1800. 4.H.3.B Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800. 4.E.4.D.a Explain the factors, past and present, that influence changes in regional economics.	4.H.3.D.a Explain the causes of American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies. 4.H.3.D.b Explain the factors that contributed to the colonists' success. 4.H.3.F Investigate the causes and consequences of westward expansion prior to 1800.	4.PC.1.A.a With assistance, research and analyze the text of the Declaration of Independence to determine important principles that it contains, including inalienable rights, government by consents of the governed, and the redress of grievances. 4.PC.1.B.4.b With assistance, research, analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty. 4.PC.1.C.a Explain the major purpose of the Bill of Rights. 4.PC.1.C.b Identify important principles in the Bill of Rights,	4.GS.2.A Analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from early settlement to c. 1800 4.GS.2.D Identify and explain the functions of the three branches of government in the federal government.	4.E.4.A.a Compare and contrast saving and financial investment. 4.E.4.A.b Explain the relationship between profit and loss in economic decisions 4.E.4.A.c Distinguish among natural, capital and human resources. 4.E.4.B Conduct a public cost-benefit analysis. 4.E.4.C Explain how the government utilizes taxes to provide goods and services. Understanding various types of taxes and their purposes.

Research stories and songs that reflect the cultural history of the United States prior to c. 1800.
4.RI.6.D
Analyze the preservation of cultural life, celebrations, traditions and commemorations over time.
4.RI.6.E
Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.

4.EG.5.C.a
Students will identify regions within the United States and their physical characteristics. The student will compare regions using the identified physical characteristics.
4.EG.5.C.b
Identify and compare diverse human geographic characteristics of the nation.

such as basic rights and freedoms.
4.PC.1.D
Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
4.PC.1.F
Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
4.GS.2.C
Explain how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and/or in current events.
4.H.3.E.a
Describe the historical context for the drafting of the Declaration of Independence, the

						Constitution and the Bill of Rights 4.H.3.E.b The student will describe how the Declaration of Independence, the Constitution, and the Bill of Rights affected the country as a whole and groups of people in the United States prior to c 1800. This may include groups such as Native Americans, Loyalists, Patriots, enslaved and free African Americans, and women. Content includes: • Equality meant freedom from England, not necessarily equal rights • Conflicts and confusion re: ideals of 'All men are created equal' • Freedoms did not pertain to o Women of African Americans o Native Americans • Patriot rewards and cost of fighting for freedom • Loyalist movement and hardships		
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						• Daily life (lack of access to imported goods, quartering, shortages)		
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Key: Priority Standard Supporting Standard