



Fourth Grade

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus Key

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline or content focus for the year. This is not the case for high school. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
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.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
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.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

- **Inquiry Element 2: Constructing Supporting Questions**

Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

- **Inquiry Element 3: Gathering and Evaluating Sources**

Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

- **Inquiry Element 4: Developing Claims**

Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

- **Inquiry Element 5: Communicating Conclusions**

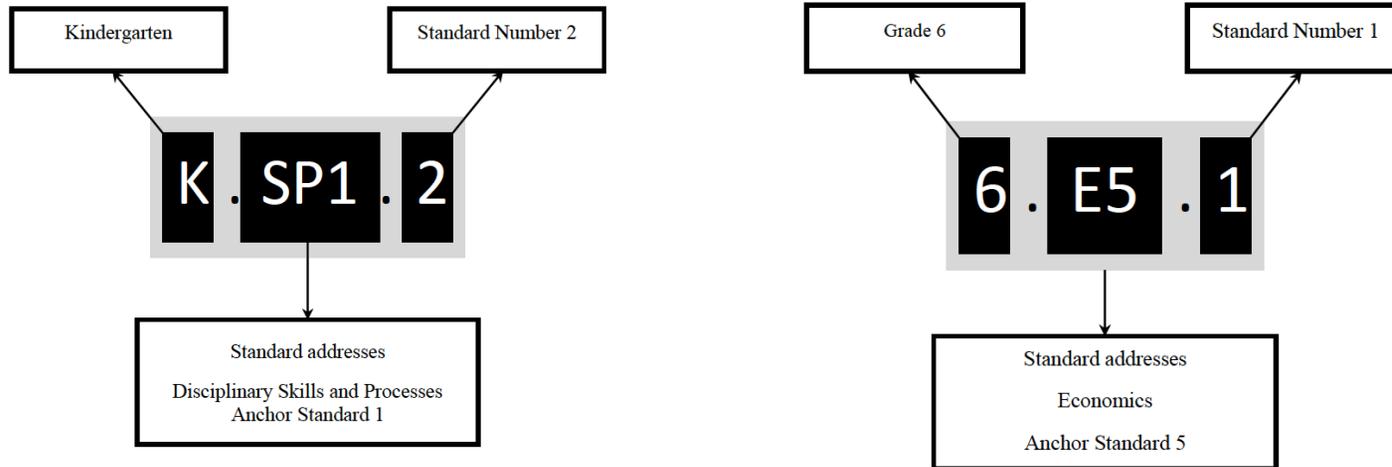
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.

- **Inquiry Element 6: Taking Informed Action**

To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



Standards v. Curriculum v. Instruction

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

Scope and Sequence

Fourth Grade: Regions and Cultures of the Americas

Students will study the Americas using an integrated approach. Topics include the development of Mesoamerica, American Indian life, and the impact of European exploration in the Americas. Regional settlement patterns, contributions of various cultural and ethnic groups on the development and colonization of the Americas, as well as the cultural, political, and economic shifts in early America will be explored.

Unit #	Title	Critical Content	Approximate Time
1	Mesoamerica	Maya, Inca, Olmec, and Aztec cultures Physical and human characteristics of Mesoamerica Impacts of exploration on Mesoamerican culture	6 weeks
2	North American Indians	Cultural, religious, economic, and political characteristics of early American Indians Adaptation to environment and use of natural resources Early trade practices	8 weeks
3	European Exploration and Colonization	Reasons for exploration of North America Impacts of exploration on North America European settlements in North America Push/pull factors for colonization in North America Characteristics of colonial regions <ul style="list-style-type: none"> • New England • Middle • Southern Indentured servitude v. slavery in America Trade routes	8 weeks
4	Conflict and Compromise of Colonies	Colonial regions Characteristics of American colonies Colonial governments Colonial trade patterns Impacts of colonization on American Indians Conflicts caused by colonization Impacts of slavery on colonies	8 weeks

Fourth Grade Unit 1: Mesoamerica



Fourth Grade
Unit 1

Compelling Question: How has the Mesoamerican culture influenced what you see in our world today?

Time: 6 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.

4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.

4.SP3.1 Develop questions about events and developments in the Americas.

4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.

4.SP3.4 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.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.

4.SP4.1 Explain probable causes and effects of events and developments.

4.SP4.2 Summarize the central claim in a secondary work of history.

4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

Content Standards	Learning Targets	Key Concepts/Topics
<p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and French in their interactions with American Indians.</p> <p>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.</p> <p>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.</p> <p>4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.</p> <p>4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>4.G3.1 Explain how the location and use of resources affects human</p>	<p>I can describe the cultures of Mesoamerica. (4.H1.1, 4.G2.1)</p> <p>I can describe the government and laws of Mesoamerican people. (4.H3.1, 4.C1.1)</p> <p>I can create a map of the location of Mesoamerican cultures. (4.G1.1)</p> <p>I can explain why explorers came to Mesoamerica. (4.G3.1, 4.H2.2)</p> <p>I can explain how the European settlers impacted the Mesoamericans. (4.G2.1, 4.G4.1, 4.H2.2)</p> <p>I can describe the routes European explorers took through Mesoamerica. (4.G1.1, 4.G3.1)</p>	<p>Maya, Inca, Olmec, and Aztec cultures</p> <p>polytheism</p> <p>sacrifices</p> <p>pyramids</p> <p>social hierarchy</p> <p>mapping skills (i.e., longitude, latitude, cardinal directions, continents, oceans, four hemispheres)</p> <p>agriculture of Mesoamerica</p> <p>impacts of European explorers and settlers on the Mesoamericans</p> <p>Explorers (i.e., Christopher Columbus, Francisco Coronado,</p>

<p>settlement and movement.</p> <p>4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.</p>		<p>Vasco de Gama, Francisco Pizarro, Ferdinand Magellan)</p>
Supporting Questions		
<p>What is Mesoamerica?</p> <p>How are the cultures of Mesoamericans similar and different?</p> <p>How did Mesoamericans worship?</p> <p>What was the social structure and government like in Mesoamerica?</p> <p>What prompted exploration of Mesoamerica?</p>	<p>How did European explorers impact Mesoamerica?</p> <p>From which countries or regions did the explorers of Mesoamerica originate?</p> <p>Where did the explorers travel through Mesoamerica?</p> <p>What type of agriculture did Mesoamerican cultures have?</p> <p>How did the environment of Mesoamerica impact their culture?</p>	

Fourth Grade Unit 2: North American Indians

Compelling Question: What shaped early American Indian culture?

Time: 8 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.

4.SP2.2 Explain connections among historical contexts and people’s perspectives at the time.

4.SP3.1 Develop questions about events and developments in the Americas.

4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.

4.SP3.4 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.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.

4.SP4.1 Explain probable causes and effects of events and developments.

4.SP4.2 Summarize the central claim in a secondary work of history.

4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

Content Standards	Learning Targets	Key Concepts/Topics
<p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>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.</p> <p>4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.</p> <p>4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p>	<p>I can use primary and secondary sources to identify North American Indian cultures. (4.H1.1, 4.H3.1)</p> <p>I can explain the new ideas and innovations created by the American Indians that helped develop their cultures. (4.H1.1)</p> <p>I can create a map to represent the movement of early indigenous people throughout North America. (4.G1.1)</p> <p>I can describe how the American Indians used resources from their environment to survive. (4.G2.1)</p> <p>I can explain why some American Indian tribes settled and why others were nomadic. (4.G3.1)</p>	<p>American Indians (i.e., Southwest, Pacific Northwest, Great Plains, Eastern Woodland)</p> <p>Economic, political, and religious beliefs of early American Indians</p> <p>Canals</p> <p>Irrigation</p> <p>Trading/Bartering</p> <p>Dwelling types</p> <p>Farming techniques</p> <p>Trade routes</p> <p>Settlement maps</p>

		Nomadic lifestyle Agrarian lifestyle
Supporting Questions		
What were the similarities and differences between early American Indian cultures?	What type of economic systems did early North American Indians use? (bartering, trading, etc.)	
How did the environment impact cultures of early North American Indians?	How did the settlement of American Indian tribes change the landscape of America?	
What religious beliefs did early North American Indians practice?	What is the difference between a nomadic and an agrarian tribe?	
What type of social hierarchy did early North American Indians use?		

Fourth Grade Unit 3: European Exploration and Colonization

Compelling Question: What impact does exploration and expansion have on cultures?

Time: 8 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.

4.SP2.2 Explain connections among historical contexts and people’s perspectives at the time.

4.SP3.1 Develop questions about events and developments in the Americas.

4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.

4.SP3.4 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.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.

4.SP4.1 Explain probable causes and effects of events and developments.

4.SP4.2 Summarize the central claim in a secondary work of history.

4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

Content Standards	Learning Targets	Key Concepts/Topics
<p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and French in their interactions with American Indians.</p> <p>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.</p> <p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <p>4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.</p> <p>4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p>	<p>I can explain the reasons for the European exploration and colonization of North America. (4.H1.1, 4.G3.1)</p> <p>I can describe the changes caused by European exploration in North America. (4.H2.2)</p> <p>I can describe how the Spanish, Portuguese, British, and French interacted with American Indians. (4.H2.2, 4.H3.1)</p> <p>I can create questions about the different views European Settlers and the American Indians held regarding land usage. (4.G2.1)</p> <p>I can create a map showing European settlements and different American Indian tribes. (4.G1.1)</p> <p>I can create a timeline of European exploration in the Americas. (4.G1.1)</p> <p>I can explain how North American colonies were formed. (4.G2.1, 4.G4.1)</p> <p>I can explain trading practices between tribes and colonists. (4.E2.1, 4.G4.1)</p> <p>I can describe the impact slavery had on North American colonies. (4.H3.1)</p>	<p>North American Indian tribes after European exploration</p> <p>slavery in North America</p> <p>cause and effect of European colonization in North America</p> <p>property ownership and land use between European settlers and American Indians</p> <p>cultural shifts among American Indians due to European settlement (e.g., religion, individual rights, movement)</p> <p>European colonies in North America</p>

<p>4.G4.1 Explain the positive and negative effects of increasing economic interdependence on district groups, countries, and new settlements.</p>		<p>trade between American Indians and European settlers</p>
<p>Supporting Questions</p>		
<p>Why did Spain and Portugal explore the New World? Why did England and France explore the New World? What were the push/pull factors that influenced colonization? What difficulties did the first European settlers face? How well were the Europeans received by the Native cultures? What conflicts and opportunities were created when explorers started to arrive? Why were slaves brought to the Americas?</p>	<p>What impact did slavery have on the New World? Where were European settlements and colonies located? How did the European settlements and colonies affect the location of the American Indian tribes? What different views on property ownership were held by American Indians and European settlers? What was the impact of European settlement on American Indian culture?</p>	

Fourth Grade Unit 4: Conflict and Compromise of Colonization

Compelling Question: Was colonization good or bad for America?

Time: 8 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

4.SP1.2 Compare life in specific historical time periods to life today.

4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.

4.SP2.2 Explain connections among historical contexts and people’s perspectives at the time.

4.SP3.1 Develop questions about events and developments in the Americas.

4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.

4.SP3.4 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.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.

4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.

4.SP4.1 Explain probable causes and effects of events and developments.

4.SP4.2 Summarize the central claim in a secondary work of history.

4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

Content Standards	Learning Targets	Key Concepts/Topics
<p>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.</p> <p>4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.</p> <p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>4.G4.1 Explain the positive and negative effects of increasing economic interdependence on district groups, countries, and new settlements.</p> <p>4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>4.G1.1 Use and construct maps and graphs to represent changes in the</p>	<p>I can describe the different governments of the American colonies. (4.C1.1)</p> <p>I can compare a royal government to a democratic government. (4.C1.1)</p> <p>I can explain the benefits of a democratic society. (4.C1.1)</p> <p>I can identify civic virtues. (4.C1.1, 4.C2.1)</p> <p>I can describe the difference between indentured servitude and slavery. (4.C2.1, 4.E2.1)</p> <p>I can explain how the Mayflower Compact influenced colonial government. (4.C1.1, 4.C2.1, 4.H3.1)</p> <p>I can explain the importance of the religious freedom for the Pilgrims. (4.C2.1)</p> <p>I can describe how natural resources and climate shaped American colonies. (4.E2.1, 4.G2.1, 4.G3.1)</p> <p>I can use and construct a map to represent changes in colonial America. (4.G1.1)</p>	<p>government structure (i.e., property ownership and land use, representative assemblies and meetings, colonial legislature, royal government, civic virtues, House of Burgesses)</p> <p>slavery</p> <p>slave trade</p> <p>indentured servitude</p> <p>Mayflower Compact</p> <p>religious freedom</p> <p>human and physical features of the American colonies</p>

<p>Americas over time.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>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.</p> <p>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.</p>	<p>I can describe what life was like in early colonial times for different groups of people. (4.H1.1)</p> <p>I can compare and contrast different colonial regions in North America. (4.G2.1)</p> <p>I can explain how trade affected the American colonies. (4.G4.1, 4.E3.1, 4.E2.1)</p> <p>I can describe the relationships between European settlers, American Indians, and Africans in North America during colonization. (4.H2.1)</p> <p>I can explain how colonial governments influenced the future constitutional government of the United States. (4.H3.1)</p> <p>I can trace the conflicts that led to unrest in the colonies. (4.H1.1, 4.H2.1, 4.H3.1)</p>	<p>characteristics of American colonies</p> <p>trade routes (i.e., triangular trade, Columbian exchange)</p> <p>French and Indian War</p> <p>Colonial conflicts</p>
Supporting Questions		
<p>What makes a democratic government?</p> <p>What did it mean to be a royal colony?</p> <p>What types of government structure did the colonies have?</p> <p>What is the Mayflower Compact and why was it important?</p> <p>What conflicts were created by North American colonization?</p> <p>What are the differences and similarities between indentured servants and slaves?</p>	<p>Why was indentured servitude and slavery present in the colonies?</p> <p>How did the slave trade work?</p> <p>What were the trading patterns within the colonies?</p> <p>What were the characteristics of each North American colony?</p> <p>Compare and contrast the relationships of the colonists, Native Americans, and slaves in North America?</p> <p>What events led to unrest in the colonies?</p>	