

4th Grade U.S. History and Geography Scope and Sequence

IW	Unit	Suggested Number of Days	Pacing Guidance	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RI.4.1, 4.10 apply to each unit.	DC Content Supporting Standards
1st Instructional Window 8/25–10/9 (33 days total)	Science Unit 1 Rocks and Weathering	22 days 8/25-9/24	Teach this unit during the 1 st Instructional Window to align to ELA Unit 1 “The Solar System and Beyond.”	Students learn that local, regional, and global patterns of rock formations reveal changes over time due to earth forces, and that the presence and location of certain fossil types indicate the order in which rock layers were formed. Students make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Students analyze and interpret data from maps to describe patterns of Earth’s features.	See 4th Grade Science SAS			
	SS Unit 1 Pre-Columbian America and Exploration	29.5 days 9/25-11/7	Teach this unit during the 1 st and 2 nd Instructional Windows to align to ELA Unit 2: “Early America.”	Students analyze the interaction between American Indians and the environment, and study the religious beliefs and ways tribes lived prior to European Exploration. Students then trace European explorers’ paths to the Americas, and the impact these newcomers had on American Indian tribes. Through the study of these tribes, students familiarize themselves with North American geography.	4.2.1: American Indian nations 4.2.3: Folklore tradition 4.3.4: European exploration	D1.4: Questions D4.2: Construct explanations <u>Apply to each unit:</u> D3.1: Sources D4.3: Present information D4.6: Analyze problems	RI.4.2: Summarize RI.4.4: Vocabulary RI.4.5: Text Structure RI.4.7: Interpret info W.4.2: Explanatory writing W.4.4: Appropriate writing W.4.5: Edit W.4.7: Research W.4.9: Draw evidence <u>Apply to each unit:</u> RI.4.1: Quote accurately RI.4.10: Read informational texts proficiently	4.1, 4.2, 4.2.2, 4.2.4, 4.3, 4.3.1-4.3.3, 4.3.5, 4.6.1, 4.6.5
2nd Instructional Window 10/14–12/12 (38.5 days total)								

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2 nd IW (continued) 10/14-12/12	<u>SS Unit 2 Cooperation, Conflict and Competition: The 13 Colonies</u>	20 Days 11/12-12/12	Teach this unit immediately after SS Unit 1 to build knowledge on the colonization of America.	Students describe the colonization of eastern America and the geography and formation of the 13 original colonies. Students explore these settlers’ interactions with American Indians and identify and contextualize the emergence of leaders who contributed to the evolution of political, social, and economic ideas from the early 1600s to the 1750s.	4.6: European-American Indian relationships 4.7: Colonial Era 4.7.3: Original colonies	D1.2/1.3: Compelling/ Supporting questions D3.2: Source credibility D4.2/4.5: Construct/Critique explanations	RI.4.2: Summarize RI.4.3: Explain events RI.4.4: Vocabulary RI.4.7: Interpret info W.4.5: Edit W.4.7: Research W.4.8: Writing process W.4.9: Draw evidence W.4.10: Write routinely	4.3.6, 4.4, 4.5, 4.5.1-4.5.3, 4.6.2-4.6.4, 4.6.6, 4.6.7, 4.7.1, 4.7.2, 4.7.6-4.7.9, 4.7.11
3 rd Instructional Window 12/15-2/12 (32.5 days total)	<u>SS Unit 3 Revolution and Independence</u>	32.5 days 12/15 – 2/12	Teach this unit during the 3 rd Instructional Window, immediately after SS Unit 2, to align to ELA Unit 3: “Revolution and Independence.”	Students build upon their studies of the early American settlers to examine the causes and course of the American Revolution. Students interpret the importance of the Declaration of Independence and determine the economic, political, and social causes of the Revolutionary War. Students will read accounts of leaders of the revolutionary period to build on their understanding of key events of the time, with a focus on 1763-1783. Students continue to examine the importance of geography in the United States.	4.8.2: Causes and Course of the Revolution 4.8.4: Declaration of Independence 4.9: American Revolution	D1.5: Kinds of sources D3.3: Identify evidence D4.1/4.4: Construct/Critique arguments	RI.4.2: Summarize RI.4.4: Vocabulary RI.4.6: Compare and contrast W.4.1: Opinion writing W.4.2: Explanatory writing W.4.8: Writing process	4.7.4, 4.7.10, 4.8, 4.8.1, 4.8.3, 4.8.5, 4.9.1-4.9.4, 4.9.7, 4.9.8
4 th Instructional Window 2/17 – 4/10 (36.5 days total)	<u>SS Unit 4 We the People</u>	13 days 2/17 – 3/6	Teach this unit during the first half of the 4 th Instructional Window to build content knowledge on the early United States and to align to ELA Unit 4: “Heroic Adventures?”	Students will evaluate the political, economic, and social ramifications of the American Revolution and how those conditions led to the formation of the United States Constitution during the 1770s and 1780s. Students evaluate the debate over the ratification of the Constitution, and recognize the role that leaders of the time had in shaping this debate. Students review all they have learned in social studies by discussing how the population, government, geography, etc. of the United States has changed over time.	4.9.5: Land policies 4.9.6: View of slavery 4.10: Development of the Constitution 4.10.1: Bill of Rights	D1.1: Key ideas D3.2/3.4: Source credibility/Develop claims D4.1/4.8: Construct arguments/Take action	RI.4.2: Summarize RI.4.3: Explain events RI.4.4: Vocabulary RI.4.6: Compare and contrast RI.4.8: Support RI.4.9: Integrate info W.4.2: Explanatory writing W.4.9: Draw evidence	4.7.5, 4.10.2, 4.10.3, 4.10.4, 4.10.5, 4.11

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	Science Unit 2 Humans vs. Earth	23.5 days 3/9 – 4/10	Teach this unit during the second half of the 4 th Instructional Window to align to ELA Unit 4: “Heroic Adventures.”	Students learn that the energy and fuels that humans use are derived from natural sources, and that their use affects the environment in multiple ways. Students learn that a variety of hazards result from natural processes, and that humans can take steps to reduce the impact of hazards. Students generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	<u>See 4th Grade Science SAS</u>			
5 th Instructional Window 4/20 – 6/17 (40.5 days total)	Science Unit 3 Energy and Waves	24 days 4/20 – 5/22	Teach this unit at the beginning of the 5 th Instructional Window to align to ELA Unit 5: “What’s Your Story?”	Students learn that the faster an object is moving, the more energy it possesses, and that energy can be moved from place to place. Students discuss conservation of energy and energy transfer. Students provide evidence that energy can be transferred by sound, light, heat, and electric currents. They design, test, and refine a device that converts energy from one form to another, and develop a model of waves to describe patterns in terms of amplitude and wavelength. They also develop a model to describe how light reflecting from objects allows objects to be seen.	<u>See 4th Grade Science SAS</u>			
	Science Unit 4 Animal and Plant Structures	16.5 days 5/26 – 6/17	Teach this unit to end the year aligning with the second half of ELA Unit 5: “What’s Your Story?”	Students learn that plants and animals have internal and external structures that serve in growth, survival, behavior, and reproduction. They learn that different sense receptors are specialized for particular kinds of information, which are then processed by the animal’s brain. Students use a model to describe how animals receive different types of information through their senses, process information in their brain, and respond to the information in different ways.				

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<p><u>Unit 1</u> <u>Pre-Columbian America and Exploration</u></p> <p>29.5 days</p> <p>9/25-11/7 (40.5 days total)</p> <p>Students analyze the interaction between American Indians and the environment, and study the religious beliefs and ways tribes lived prior to European Exploration. Students then trace European explorers' paths to the Americas, and the impact these newcomers had on American Indian tribes. Through the study of these tribes, students familiarize themselves with North American geography.</p>	<p>4.2.1: Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures they built, and how they obtained food, clothing, tools, and utensils.</p> <p>4.2.3: Describe religious beliefs, customs, and various folklore traditions.</p> <p>4.3.4: Describe the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g. the Spanish Reconquista, the Protestant Reformation, and the Counter-Reformation).</p>	<p>D1.4: Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>D4.2: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p><u>Apply to each unit:</u></p> <p>D3.1: Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>D4.3: Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g. posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g. Internet, social media, and digital documentary).</p> <p>D4.6: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e: Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above).</p>	<p>4.1: Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g., Inuits, Anasazi, Mound Builders, and the Caribs).</p> <p>4.2: Students describe the legacy and cultures of the major indigenous settlements, including the cliff dwellers and pueblo people of the desert Southwest, the triple alliance empire of the Yucatan Peninsula, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi.</p> <p>4.2.2: Describe systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</p> <p>4.2.4: Explain their varied economies and trade networks.</p> <p>4.3: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>4.3.1: Compare maps of the modern world with historical maps of the world before the Age of Exploration</p> <p>4.3.2: Locate and explain the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.</p> <p>4.3.3: Locate the North, Central, Caribbean, and South American land claimed by European countries.</p> <p>4.3.5: Identify the entrepreneurial characteristics of early explorers (e.g. Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible, including the exchange of technology and ideas with Asia and Africa.</p>

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<p><u>Unit 1</u> <u>Pre-Columbian America and Exploration</u> (continued)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a: Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). b: Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p><u>Apply to each unit:</u> RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>4.6.1: Describe the competition between European nations for control of North America.</p> <p>4.6.5: Describe the conflicts between Indian Nations, including the competing claims for control of land (e.g. actions of the Iroquois, Huron, and Lakota).</p>

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<p><u>Unit 2</u> <u>Cooperation, Conflict and Competition: The 13 Colonies</u></p> <p>20 days</p> <p>10/14-12/12 (38.5 days total)</p> <p>Students describe the colonization of eastern America and the geography and formation of the 13 original colonies. Students explore these settlers' interactions with American Indians and identify and contextualize the emergence of leaders who contributed to the evolution of political, social, and economic ideas from the early 1600s to the 1750s.</p>	<p>4.6: Students describe the cooperation and conflict that existed among the American Indians and between the Indian Nations and the new settlers.</p> <p>4.7: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>4.7.3: Identify major leaders and groups responsible for the founding of the original colonies in North America and the reasons for their founding (e.g. Lord Baltimore, Maryland; John Smith, Virginia; Roger Williams, Rhode Island; and John Winthrop, Massachusetts).</p>	<p>D1.2: Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>D1.3: Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>D3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D4.2: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>D4.5: Critique explanations.</p>	<p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a: Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b: Apply <i>grade 4 Reading standards</i> to</p>	<p>4.3.6: Analyze the impact of exploration and settlement on the indigenous peoples and the environment (e.g. military campaigns, spread of disease, and European agricultural practices).</p> <p>4.4: Students identify the six different countries (France, Spain, Portugal, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names, architectural features, and language.</p> <p>4.5: Students describe the productive resources and market relationships that existed in early America. 4.5.1: Describe the economic activities within and among American Indian cultures prior to contact with Europeans. 4.5.2: Identify how the colonial and early American economy exhibited these characteristics. 4.5.3: Understand the development of technology and the impact of major inventions on business productivity during the early development of the United States.</p> <p>4.6.2: Understand the major ways American Indians and colonists used the land, adapted to it, and changed the environment</p> <p>4.6.3: Compare and contrast the differing views on ownership or use of land and the conflicts between them (e.g. the Pequot and King Philip's Wars in New England).</p> <p>4.6.4: Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s (e.g. fur trade, military alliances, treaties, and cultural exchanges).</p> <p>4.6.6: Identify the influence and achievements of significant leaders of the</p>

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<p><u>Unit 2</u> <u>Colonization and the Interaction between American Indians and Settlers</u> (continued)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>time.</p> <p>4.6.7: Explain the alliances between American Indians and Africans in resistance to European colonialism and enslavement.</p> <p>4.7.1: Locate and identify the first 13 colonies and explain how their location and natural environment influenced their development.</p> <p>4.7.2: Explain the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) when reviewing the settlement patterns of colonists.</p> <p>4.7.6: Outline the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania).</p> <p>4.7.7: Explain various reasons why people came to the colonies, including how both whites from Europe and blacks from Africa came to America as indentured servants who were released at the end of their indentures.</p> <p>4.7.8: Describe how Africans in the Caribbean and North America exchanged information about their various cultures to begin to create the foundation for an African-American identity.</p> <p>4.7.9: Describe how Africans in North America drew upon their African past and upon selected European (and sometimes American Indian) customs and values to develop a distinctive African American culture.</p> <p>4.7.11: Analyze the impact of the European presence on American Indian life (e.g., religious practices, land use, political structures, health and health systems).</p>

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<p><u>Unit 3</u> <u>Revolution: Cause and Course of the War</u></p> <p>32.5 days</p> <p>12/15 – 2/12 (32.5 days total)</p> <p>Students build upon their studies of the early American settlers to examine the causes and course of the American Revolution. Students interpret the importance of the Declaration of Independence and determine the economic, political, and social causes of the Revolutionary War. Students will read accounts of leaders of the revolutionary period to build on their understanding of key events of the time, with a focus on 1763-1783. Students continue to examine the importance of geography in the United States.</p>	<p>4.8.2: Explain how political, religious, and economic ideas and interest brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, and Coercive Acts).</p> <p>4.8.4: Identify the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>4.9: Students describe the course and consequences of the American Revolution.</p>	<p>D1.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>D3.3: Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.4: Critique arguments.</p>	<p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. </p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section </p>	<p>4.7.4: Understand the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.</p> <p>4.7.10: Explain how the British colonial period created the basis for the development of political self-government and a free-market economic system.</p> <p>4.8: Students explain the causes of the American Revolution <ul style="list-style-type: none"> 4.8.1: Explain the effects of transportation and communication on American independence (e.g., long travel time to England fostered local economic independence, and regional identities developed in the colonies through regular communication). 4.8.3: Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. 4.8.5: Identify the views, lives, and influences of key leaders during this period (e.g., King George III, Patrick Henry, Alexander Hamilton, Thomas Jefferson, George Washington, Benjamin Franklin, and John Adams). </p> <p>4.9.1: Locate and identify the major military battles, campaigns, and turning points of the Revolutionary War.</p> <p>4.9.2: Understand the roles of the American and British leaders, and the Indian leader’s alliances on both sides.</p> <p>4.9.3: Understand the roles of African Americans, including their alliances on both sides (especially the case of Lord Dunmore’s Proclamation and its impact on the war).</p> <p>4.9.4: Identify the contributions of France, Spain, the Netherlands, and Russia, as well as certain individuals to the outcome of the Revolution (e.g., the Marquis Marie Joseph de</p>

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<p><u>Unit 3</u> <u>Revolution: Cause and Course of the War</u> (continued)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>related to the information or explanation presented.</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Lafayette, Tadeusz Kósciuszko, and Baron Friedrich Wilhelm von Steuben).</p> <p>4.9.7: Describe the different roles women played during the Revolution (e.g. Abigail Adams, Martha Washington, Phillis Wheatley, and Mercy Otis Warren).</p> <p>4.9.8: Analyze the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.</p>

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<p>Unit 4 <u>We the People</u></p> <p>13 days 2/17 – 4/10 (36.5 days total)</p> <p>Students will evaluate the political, economic, and social ramifications of the American Revolution and how those conditions led to the formation of the United States Constitution during the 1770s and 1780s. Students evaluate the debate over the ratification of the Constitution, and recognize the role that leaders of the time had in shaping this debate. Students review all they have learned in social studies by discussing how the population, government, geography, etc. of the United States has changed over time.</p>	<p>4.9.5: Describe the significance of land policies developed under the Continental Congress (e.g., sale of western lands and the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>4.9.6: Explain how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.</p> <p>4.10: Students describe the people and events associated with the development of the U.S. Constitution.</p> <p>4.10.1: Describe the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the Bill of Rights.</p>	<p>D1.1: Explain why compelling questions are important to others (e.g. peers, adults)</p> <p>D3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D3.4: Use evidence to develop claims in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.8: Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>	<p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>4.7.5: Contrast these democratic ideals and practices with the presence of enslavement in all colonies and the attempts by Africans in the Virginia, Pennsylvania, and New England colonies to petition for freedom.</p> <p>4.10.2: Describe the direct and indirect (or enabling) statements of the conditions on slavery in the Constitution and their impact on the emerging U.S. nation-state.</p> <p>4.10.3: Describe how the Constitution is designed to secure our liberty by both empowering and limiting central government.</p> <p>4.10.4: Understand the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.</p> <p>4.10.5: List and interpret the songs that express American ideals (e.g. "America the Beautiful" and "The Star-Spangled Banner").</p> <p>4.11: Students compare and contrast 15th-through-18th-century America and the United States of the 21st century with respect to population, settlement, patterns, resource use, transportation systems, human livelihoods, and economic activity.</p>

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<p><u>Unit 4</u> <u>We the People</u> (continued)</p>	<p>(see previous page)</p>	<p>(see previous page)</p>	<p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a: Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). b: Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>(see previous page)</p>