

FOURTH GRADE: REGIONS AND CULTURES OF THE AMERICAS

Pre-contact Americas to European settlements (up 1763)

Students will be able to...

(Disciplinary Skills and Processes Standards)

- Use chronological sequencing
- Compare history to today
- Generate questions
- Explain multiple points of view and connect to historical context
- Compare developments using primary and secondary sources
- Analyze and evaluate sources
- Construct arguments and explanations
- Present arguments in print, oral, and digital
- Explain causes and effects, main idea, and use evidence

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

Compelling Question

What impact did European exploration/ colonization have on the Indigenous peoples of the Americas?

Priority Content Standards

- 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.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.
- 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.
- 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
- 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
- 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.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

Students must learn...

(Essential Content Knowledge Standards)

- Theories of the first peopling of the Americas
- Mesoamerican and South American Civilizations
- Life of Indigenous people of the Americas by region
- European exploration and colonization
- Developing the Americas through Interactions and Contributions
- Religious Influence on Peoples of America
- Life and Development of the Colonies
- Indigenous vs Colonial Land Relationships

ACADEMIC VOCABULARY

as is, based on, best support, claim, connection, differences, emphasize, evidence, identify, increased, inference, illustration, information, main idea, most likely, opinion, outcome, passage, phrase, point of view, reason, response, source, statement, structure, summarize, support the answer

CONTENT SPECIFIC VOCABULARY

civic virtues, civilization, Colombian Exchange, colonies, enslavement, equality, exploration, explorers, fundamental rights, indentured servitude, indigenous, industries, interdependence, justice, liberty, mercantilism, Mesoamerican, nomadic, opportunity cost, oppression, scarcity, sedentary, settlement, settlers, The Americas, triangular trade

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Skills and Instructional strategies:

Use chronological sequencing

- [Human Timeline](#)

Compare history to today

- [Here Now/There Then](#)

Generate questions

- [Question Formulation Technique \(QFT\)](#)

Explain multiple points of view and connect to the historical context

- [Discussion Diamond*](#)
- [Circle of Viewpoints](#)

Compare developments using primary and secondary sources

- [Library of Congress Primary Source Analysis](#)
- [CyberSandwich EduProtocol](#)

Analyze and evaluate sources

- [Historical Thinking Chart](#)

Construct arguments and explanations

- [Debate-It EduProtocol](#)
- [Claim, Support, Question](#)

Present arguments in print, oral, and digital

- [Mini-Report EduProtocol Remix](#)
- [8 pARTS](#)
- [Worst Preso Ever](#)

Explain causes and effects, main idea, and use evidence

- [Connect, Extend, Challenge](#)

Social Studies and ELA Connections

Refer to details and examples in a primary or secondary source text when explaining what the text says explicitly and when drawing inferences from the text (4.RI.1, 4.SP3.5).

Determine the main idea of a text and explain how it is supported by key details; summarize the text (4.RI.2, 4.SP4.2, 4.SP4.3).

Explain events and ideas in a historical text, including what happened and why, based on specific information in the text (4.RI.3, 4.SP1.3, 4.SP4.1, 4.SP3.1, 4.SP3.3).

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to Social Science (4.RI.4, 4.SP2.1).

Describe the overall structure of events, ideas, concepts, or information in a text or part of a text (4.RI.5, 4.SP1.1, 4.SP3.2, 4.SP4.1).

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided (4.RI.6, 4.SP1.2, 4.SP3.2, 4.SP3.4).

Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears (4.RI.7, 4.SP4.3, 4.SP3.6).

Explain how an author uses reasons and evidence to support particular points in a text (4.RI.8, 4.SP3.4, 4.SP4.3, 4.SP2.2).

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (4.RI.9, 4.SP2.1, 4.SP3.2, 4.SP3.4, 4.SP4.3).

By the end of the year, proficiently and independently read and comprehend informational texts in history/social studies in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4 (4.RI.10).

Essential Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!
Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.434/0>