

PUSD Social Studies District Instruction Guide (updated 10/23/19)

Year Long Standards Overview

Year-Long Standards

DISCIPLINARY SKILLS AND PROCESSES

- 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. Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans
- 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.SP3.2 Compare information provided by various sources 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.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Transitional Standards (Arizona Geography and History) 3.H1.1 3.G1.1 (Only to fill in gaps)</p> <p>North American Indians (not just AZ American Indians) 4.G1.1 4.G2.1</p>	<p>Mesoamerican and South American Indians (Olmec, Inca, Maya, and Aztec) 4.E3.1 4.H1.1 4.H3.1</p>	<p>European Exploration (British, Dutch, French, Portuguese, Spanish) 4.E2.1 4.E3.1 4.G3.1 4.G4.1 4.H2.1 4.H2.2</p>	<p>Settlements (13 colonies, westward expansion up to 1763) 4.SP2.1 4.C1.1 4.C2.1 4.E3.1 4.G1.1 4.G2.1 4.G4.2 4.H1.1 4.H3.1</p>

Blue Standards – Only taught during 2019-2020 school year to fill in missed standards during transition to Arizona 2018 History and Social Science Standards.

PUSD Social Studies District Instruction Guide (updated 10/23/19)

Grade Level:4th	Time: Quarter 1		
Unit:Transitional Standards, Only taught 2019-2020 school year North American Indians (not just AZ American Indians)	Essential Question		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
<p>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona’s cultures, civilizations, and innovations.</p> <ul style="list-style-type: none"> ● Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations ● Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers ● Key events include but are not limited to statehood ● Influential individuals and groups in the history and development of Arizona <p>3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.</p> <ul style="list-style-type: none"> ● Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado 	<ul style="list-style-type: none"> ● Compare specific historical time periods to life today, including innovations, language, architecture, agriculture, etc. ● Generate questions about individuals and groups who have impacted history including but not limited to Native Americans, Latinx, African Americans, Asian Americans, newcomers, settlers, trappers, missionaries, colonizers, etc. ● Compare information provided by various sources about Arizona’s cultures, civilizations and innovations. ● Develop questions about Arizona’s cultures, civilizations, and innovations. ● Determine the contributions made by various cultural and ethnic groups including the 22 Native American tribes that reside in Arizona. <ul style="list-style-type: none"> ● Create and use a chronological sequence of related events to compare developments that happened at the same time. ● Compare information provided by various sources about physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, and the 	<p>agriculture architecture civilizations colonizers cultures explorers innovations innovations language mining missionaries prehistoric peoples settlers trappers</p> <p>geography graphs Landforms maps Grand Canyon Mogollon Rim Colorado River Salt River</p>	<p>Native American Tribes of Arizona: http://bit.ly/2OYPE2J http://bit.ly/2uPW0YG http://bit.ly/2IkL6SZ</p> <p>Map Resource: http://bit.ly/2TZ08jd</p>

PUSD Social Studies District Instruction Guide (updated 10/23/19)

Grade Level:4th	Time: Quarter 2		
Unit: Mesoamerican and South American Indians (Olmec, Inca, Maya, Aztec)	Essential Question		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
<p><u>4.E3.1</u> Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas. ▫</p> <ul style="list-style-type: none"> Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians <p><u>4.H1.1</u> Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <ul style="list-style-type: none"> Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the 	<ul style="list-style-type: none"> I can explain how resources affects the Mesoamerican civilizations. I can explain how roles and responsivities in the Mesoamerican civilization supported the development of their culture. I can explain how Luci Taphanonso helps preserve traditional Navajo culture. I can identify what characteristics of a hunter-gatherer society made it successful. I can identify what made agricultural development so successful during the time period. I can identify who were the early civilizations of central and South America. I can identify what were the achievements and fetchers of the Mayan, Aztec, and Incan/Inkan civilizations. I can compare and contrast the different approaches used by the Spanish, Portuguese, British and French in their interactions with American Indians. 	<p>maize agriculture</p> <p>pyramids</p> <p>calendars</p> <p>vigesimal number system (base 20)</p> <p>hunter-gatherer</p> <p>Mayans</p> <p>Olmec</p> <p>Inca</p> <p>Aztec</p>	<p>https://www.teachervision.com/subjects/social-studies-history/native-american-history-american-indians</p> <p>https://www.virtualfieldtrips.org/ancient-mayan-civilization/</p>

PUSD Social Studies District Instruction Guide (updated 10/23/19)

<p>colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies</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> <ul style="list-style-type: none">• Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration• Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct AfricanAmerican culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality.			
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Grade Level:4th	Time: Quarter 3
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PUSD Social Studies District Instruction Guide (updated 10/23/19)

Unit: European Exploration (British, Dutch, French, Portuguese, Spanish)	Essential Question		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
<p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <ul style="list-style-type: none"> ▪ Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies <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> <ul style="list-style-type: none"> ▪ Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <ul style="list-style-type: none"> ▪ Key concepts include but are not limited to theories about the peopling of the Americas, the 	<ul style="list-style-type: none"> ● I can describe the social and economic life of Native Americans. ● I can explain how price incentives affect peoples' behavior and choices. (e.g., colonial decisions about what crops to grow and products to produce) ● I can describe the causes and effects of triangular trade. ● I can describe the settlement of Jamestown. ● I can explain the events of the establishment of the colonies. ● I can identify the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World. ● I can identify possible explanations of how people came to live in the Americas ● I can explain how early peoples in the Americas lived, hunted, and farmed. ● I can identify the lifeways of other peoples of the Southwest and West. ● I can analyze the positive and negative effects of increasing economic interdependence on distinct groups, countries and new settlements. 	<p>economic life crops trade economy triangular trade barter</p>	<p>https://prezi.com/norImkklvzx-/colonial-survival-simulation/ (Exploration Simulation)</p> <p>https://www.virtualfieldtrips.org/grade-4-southeast-region-of-the-u-s/</p>

PUSD Social Studies District Instruction Guide (updated 10/23/19)

<p>Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas</p> <p>4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.</p> <ul style="list-style-type: none"> ▪ Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources <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>4H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.</p>			
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Grade Level:4th	Time: Quarter 4		
Unit: Settlements (13 colonies, westward expansion up to 1763)	Essential Question		
Standards	Objectives/ I Can	Key Vocabulary	Resources/Assessments
<p>4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.</p> <ul style="list-style-type: none"> ● Key issues may include but are not 	<ul style="list-style-type: none"> ● I can explain why individuals and groups during the same historical period differed in their perspectives on issues and events. these events may include but are not 	<p>President</p> <p>Monarch</p> <p>Democracy</p>	

PUSD Social Studies District Instruction Guide (updated 10/23/19)

<p style="text-align: center;">limited to slavery, exploration, property rights, and colonization</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> <ul style="list-style-type: none"> • Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied. <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> <ul style="list-style-type: none"> • Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas <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> <ul style="list-style-type: none"> • Key concepts include but are not limited to societal roles of the individual in Mesoamerican 	<p style="text-align: center;">limited to slavery, exploration, property rights and colonization I can describe the role of town meetings and representative assemblies.</p> <ul style="list-style-type: none"> • I can describe the characteristics of a monarchy. • I can compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation). and a republic • I can explain examples of natural rights. • I can explain the roles of a citizen. • I can describe different types of government (e.g., local, tribal, state, national). • I can describe democratic principles associated with the following documents Mayflower Declaration of Independence Articles of Confederation United states Constitution Bill of Rights • I can describe how the Europeans treated the native cultures in America. • I can describe how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South. • I can explain how price incentives affect peoples' behavior and choices. (e.g., colonial decisions about what crops to grow and products to produce). 	<p>Candidates</p> <p>Election</p> <p>Volunteer</p> <p>Citizen</p> <p>Representative</p> <p>Congress</p> <p>President</p> <p>Petition</p> <p>Senate</p> <p>Responsibility</p> <p>Rights</p> <p>Democracy</p> <p>Citizen</p> <p>Bill of Rights</p> <p>Impeach</p> <p>Supreme Court</p> <p>Veto</p> <p>Judicial</p>	
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PUSD Social Studies District Instruction Guide (updated 10/23/19)

<p>civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians</p> <p>4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies <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> <ul style="list-style-type: none"> • Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and 	<ul style="list-style-type: none"> • I can explain trade, mercantilism, the development of new technologies, and the use of natural resources. • I can identify how the American Colonists governed themselves. • I can identify what factors contributed to the development of American Democracy. • I can explain the roles of certain individuals (founding fathers) have in the creation of a constitutional government. John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, John Marshall, George Washington. • I can identify how religious and cultural beliefs led to questions about the morality of slavery and ideas of equality. • I can explain the cultural diversity of the 13 colonies. 	<p>Legislative</p> <p>Executive</p>	
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PUSD Social Studies District Instruction Guide (updated 10/23/19)

<p>utilization of renewable and non-renewable natural resources</p> <p>4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.</p> <ul style="list-style-type: none">• Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources <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> <ul style="list-style-type: none">• Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual</p>			
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