



GRADE 4
REGIONS AND CULTURES OF
THE AMERICAS
(PRE-CONTACT AMERICAS TO
EUROPEAN SETTLEMENTS UP TO 1763)

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
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HISTORY & SOCIAL SCIENCE STANDARDS

GRADE 4

Through an inquiry and integrated approach, students will study the Americas (North, Central, and South American along with the Caribbean Islands). In addition, students will learn about the development of Mesoamerican and South American civilizations as well as the causes and consequences of European exploration and colonization.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD 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.

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 (*e.g., explorers, leaders -- Mesoamerican, American Indian, and political - settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans*).

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events (*e.g., slavery, exploration, property rights, and colonization*).

- Compare the perspectives of different individuals and groups.
- Describe reasons why individuals and groups have different points of view on the same event.

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

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard 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.

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

4.SP3.2 Compare information provided by different 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.

- Develop an evidence-based claim.
- Interpret evidence from multiple sources to support the claim.

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

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

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.

CIVICS – Anchor Standard C1: Civic virtues and democratic principles are key components of the American political system.

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 (*i.e., 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*).

- Describe different governments / government structures of the American colonies.
- Describe which civic virtues and democratic principles are present and/or absent from various governmental, societal, and community structures.
- Explain the benefits of a democratic society.

CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.

4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights (*i.e., oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas*).

- Ask questions about what liberty, justice, equality, and individual rights meant in the era studied? (*e.g., Who was free? Why did they have slavery? Who were the indentured servants?*)
- Explain how the Mayflower Compact influenced the colonial government.
- Describe the difference between indentured servitude and slavery.
- Explain the importance of the religious freedoms for the Pilgrims.

ECONOMICS – ANCHOR STANDARD E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk (*e.g., nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies*).

- Describe the role and impact of scarcity, choice, opportunity cost, and risk on groups and societies within the historical period studied.

ECONOMICS – ANCHOR STANDARD E3: Individuals and institutions are interdependent within market systems.

4.E3.1 Compare different industries that have shaped the Americas (i.e., *Southern: tobacco, rice, indigo (dye) furs and farm products; Middle: Grain, flour, livestock, iron and furs; and New England Colonies: fish, timber, furs, ships and livestock*).

- Compare different occupations that have shaped the Americas (i.e., *societal roles of the individual in Mesoamerican civilizations, emerging labor force in the colonies - cash crop farming, slavery, indentured servitude, looking at way of life in western Africa before the 16th Century*).
- Compare different resources as well as different forms of income earned or received that have shaped the Americas (i.e., *apprentices, property ownership, land use of European settlers and American Indians*).

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

- Use and construct maps to represent human and physical features of the Americas.
- Use and construct maps to represent trade and exploration routes.
- Use and construct maps to represent the location and movement of civilizations and societies in the Americas including indigenous peoples.
- Use and construct maps to represent settlement patterns (i.e., *New England, Middle, and Southern Colonies*).

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

- Compare the diverse ways people or groups of people have **impacted** the environment of the Americas (e.g., *cultural assimilation, family structure, utilization of renewable and non-renewable natural resources*).
- Compare the diverse ways people or groups of people have **modified** the environment of the Americas (i.e., *family housing, transportation, transportation, domestication of animals*).
- Compare the diverse ways people or groups of people have **adapted** the environment of the Americas (i.e., *diseases, climate, clothing, recreation; how the American Indians used resources from their environment to survive*).

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

- 4.G3.1.1 Explain how the location affects human settlement and movement (*i.e., theories about the peopling of the Americas, searches for trade routes to Asia that led to exploration and settlement of the Americas*).
- 4.G3.1.2 Explain how the use of resources affects human settlement and movement (*i.e., the Columbian Exchange, triangular trade*).
- Explain why some indigenous tribes settled and why others were nomadic.

GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.

4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements (*i.e., trade, mercantilism, the development of new technologies, and the use of natural resources*).

HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

- 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
- Explain the reasons for the European exploration and colonization of North America.
 - Describe the roles and historical impact of groups (*e.g., 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.
 - Describe the lasting impact of peoples (*e.g., 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.
 - Describe the roles and impact of explorers, settlers, trappers, missionaries, and colonizers.

HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 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.
- Explain why explorers came to Mesoamerica and how their motivations affected their interactions with American Indians.
 - Explain the role of African slave trade in the Americas.
 - Describe ways in which different groups of people worked together to achieve common goals.
 - Describe the changes caused by European exploration in North and South America.

4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians (*e.g., religious conversion, land ownership, slavery, transfer of goods and services*).

- Describe how the Spanish, Portuguese, British, and French interacted with American Indians.
- Explain how different European countries approached colonization.

HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

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.

- Describe how economic ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas (*e.g., trade, commerce, slavery, land ownership*).
- Describe how political ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas (*e.g., Influence of European exploration on indigenous tribes, influence of colonial governments on constitutional government, fundamental rights, rule of law, representative government, voting rights, separation of powers*).
- Describe how religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas (*e.g., Influence of European exploration on indigenous tribes, how religious tensions in the New England Colonies established colonies founded on religious tolerance, how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery*).