Fourth Grade: Regions And Cultures Of The Americas

(Pre-contact Americas to European settlements up to 1763)

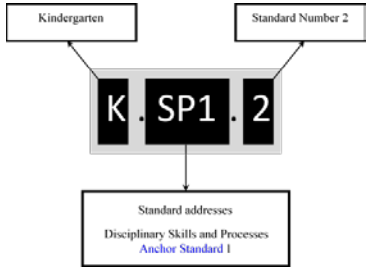
Students will study the Americas (North, Central, and South America along with the Caribbean Islands) using an integrated approach considering the following factors:

- Theories about the first peopling of the Americas
- The development of Mesoamerican and South American civilizations including the Olmec, Inca, Maya, and Aztec
- American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)
- The causes and consequences of European exploration and colonization
- The environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th centuries
- Regional settlement patterns, significant developments, and life in the Southern, Middle, and New England colonies
- Roles and responsibilities as members of a society
- The contributions of various cultural and ethnic groups to the development of the Americas
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Inclusion of historical fiction, picture, books, graphic novels, in addition to informational text
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

Instructional time necessary to master standards:
• Assumed Minutes per Week: 225 • Assumed Average Minutes per Day: 45

Coding of the K-8 Standards
Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, 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 of the standards are below.



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.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
• Key issues may include but are not limited to slavery, exploration, property rights, and colonization
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 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.

DISCIPLINARY SKILLS AND PROCESSES

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.

CIVICS

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.

- 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

4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.

- 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

ECONOMICS

4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.

- 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

4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.

- 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

GEOGRAPHY

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

- 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

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

- 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 utilization of renewable and non- renewable natural resources

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

- Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas

4.G4.1 Explain the positive and negative effects of increasing economic interdependence on different groups, countries, and new settlements.

- Key concepts include but are not limited to trade, mercantilism, and the development of new technologies, and the use of natural resources

HISTORY

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

- 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 European explorers and settlers, and the thirteen colonies

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.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.

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.

- 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 African-American 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