

Social Studies Scope & Sequence: Grade 4

History: *Organizes events and phenomena in terms of when they occur. Students study the ways in which individuals and societies have changed and interacted over time. They practice the skills of gathering historical data, and examining, analyzing, and interpreting these data. They learn to organize events through chronologies, and to suggest and evaluate cause-and-effect relationships among those events. Before choosing a position or acting, citizens need to be able to research issues in order to understand the effect of historical developments and trends on contemporary events. The study of history empowers them to form reasonable conclusions about the potential consequences of available options.*

History Standard 1: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

Historical inquiry is not limited to the study of specific events, but may also focus on ideas or trends which extend across space and time. The continuing migrations of a population, the development of a religion or a philosophy, or the gradual change in the social status of a particular group all represent possible subjects for investigation. Such investigations depend heavily on the ability to construct accurate chronologies and draw logical conclusions regarding cause and effect.

1a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

History Standard 2: Students will gather, examine, and analyze historical data [Analysis].

The basic sources of history are the documents and artifacts created in the past, which provide direct evidence of historical phenomena. Systematic collection of such materials as are available is a prerequisite for historical research. Critical examination of historical materials requires logical analysis, an appreciation of context, and an understanding of the principles of evidence.

2a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.

2b: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

History Standard 3: Students will interpret historical data [Interpretation].

Historians collect and analyze both primary and secondary sources in order to describe, compare, and interpret historical phenomena. The same phenomenon or event may be presented from a variety of perspectives by different historians because they choose different questions to guide their inquiries, may have varied access to historical materials, analyze those sources differently, and are led by their own beliefs and points of view to weigh causes in distinct manners. Any comparison or evaluation of competing historical interpretations has to take these factors into account.

3a: Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

Civics: Directly addresses citizenship education within the context of political systems. Students study the assumptions upon which governments are founded, and the organizations and strategies governments employ to achieve their goals. With specific respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers, and the rule of law. They need to comprehend that an essential premise of representative democracy is the willingness of citizens to place a high premium on their own personal responsibility for participation in social decision-making. Students develop the skills which citizens must possess in order to discharge those responsibilities while protecting their rights and the rights of others. The study of civics prepares students to translate their beliefs into actions and their ideas into policies.

Civics Standard 1: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

Governments exist and are instituted for specific purposes and employ a variety of organizational structures to pursue their objectives. Constitutional democracy attempts to balance individual freedom with the needs of the society as a whole. American citizens need a basic understanding of the structure of different forms of government and a detailed knowledge of a constitutional democracy.

1a: Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.

1b: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

Civics Standard 2: Students will understand the principles and ideals underlying the American political system [Politics].

The American political system was intentionally created to rest on a foundation of individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law. These principles and ideals are codified in the United States Constitution, the Bill of Rights, and other significant documents. Understanding, achieving, and upholding them represents a major challenge to each succeeding generation of American citizens.

2a: Students will understand that the principle of due process protects American citizens by requiring the government to pass and follow fair laws and use fair procedures to execute and enforce those laws.

2b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

Civics Standard 3: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

The political, religious, and economic freedoms provided to American citizens are accompanied by the responsibility of active civic participation at the individual, community, state, and national levels. Effective citizens need to understand the dedication and commitment necessary to safeguard those rights for themselves and future generations, as well as the potential consequences of inaction. They should also be able to distinguish between rights and privileges.

3a: Students will apply the fundamental rights and protections of American citizens guaranteed in the Bill of Rights to everyday situations.

Civics Standard 4: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].

The intent to participate in the American political system must be matched with the specific skills necessary to be effective. Such skills include but are not limited to: registering to vote; interacting successfully with government agencies; organizing and working in civic groups; researching and advocating a position; or serving in an office of public trust.

4a: Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.

4b: Students will identify and employ the formal and informal methods by which democratic groups function.

US History 1491-1787

History Standards 1a,2a,2b, and 3a will be addressed in each of the units below.

Civics Standards 1a,1b,2a,2b,3a and 4a will be addressed as indicated.

Resource = from DE recommended curriculum

Resource = from TCI: America's Past

Age of Exploration [Europeans who explored North America]	Colonization & Settlement [European colonies in North America and issues that arose between American Indians and settlers]	Road to War [What led to American Revolutionary War]	American Revolution	Early Republic & Civics [The documents that form the basis of our government, how citizens interact with the government]
<i>September</i> 1. How & why Europeans came to the New World 2. Routes of exploration to the New World	<i>October</i> 1. Early English Settlements 2. Comparing the colonies 3. Slavery in the Americas	<i>November</i> 1. Tensions between colonies & Britain: taxes, stamp act, and other events (Stamp Act) 2. To declare independence or not (loyalists) 3. Battle of Lexington 4. Declaration of Independence	<i>December</i> 1. Battles of American Revolution, results, & effects	<i>January-February</i> 1. Constitution 2. Bill of Rights 3. Purpose & structure of govt. 4. Erutan lesson 5. Branches of govt. 6. Our Role in govt.