

**Course Description:** This curriculum has been written to align with the revised MO Learning Standards for Social Studies (approved by the state board of education in April of 2016).

## Fourth Grade Social Studies Scope and Sequence

	Unit	Timeframe
1	Regions	2 weeks
2	Migration	2 weeks
3	Causes of the American Revolution	2 weeks
5	Westward Expansion	4 weeks
6	Federal Government	2 weeks
7	Missouri	1 week

### Unit 1 Regions

**Standards addressed:**

4.EG.5.D Describe how people are affected by, depend on, adapt to and change their physical environments in the past and present.

4.EG.5.F Identify different regions in the United States and analyze how their characteristics affect people who live there.

**Supporting standards:**

4.H.3.B Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c.1800.

4.H.3.C Identify and describe the contributions of significant individuals up to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.). 4.E.4.A.c Distinguish among natural, capital and human resources.

4.EG.5.A Construct and interpret historical and current maps.

4.EG.5.B: Name and locate specific regions, states, capitals, river system, and mountain ranges in the United States based on historical and current topics.

4.EG.5.C.a Identify and compare physical characteristics of specific regions within the nation.

4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800. 4.TS.7.A.b Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments). 4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.

4.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.

4.TS.7.D With assistance, conduct and present social studies' research to an audience using appropriate sources.

4.TS.7.E.a Generate compelling research questions about a social studies' topic.

4.TS.7.D With assistance, conduct and present social studies' research to an audience using appropriate sources.

4.TS.7.E.b Apply a research process to a compelling social studies' question.

4.TS.7.F Research an appropriate social studies' question and share results with an audience.

**Essential questions:**

How does location impact the way people live?

What factors contributed to the different ways of life in each region?

**Learning targets:**

Students will understand cultural characteristics are factors that influence daily life in different regions.

Students will learn how interactions among Native Americans, immigrants, enslaved and free African Americans impacted the way people lived in the United States.

Students will learn how geographic elements and natural, human, and capital resources within a region impact daily life and culture.

**Content vocabulary:**

Regions, state, city, physical characteristics, human characteristics, capital resources, human resources, natural resources, geography

**Resources:**

*Countries of the World: The United States, The Midwest, What's in the Midwest?, The Northeast, What's in the Northeast?, The Southeast, What's in the Southeast?, The Southwest, What's in the Southwest?, The West, What's in the West?, Sioux, Cheyenne, shawnee, Iroquois, Wampanoag, Cherokee, Seminole, Creek, Hopi, Apache, Navajo, Nez Perce, Blackfoot*

Standard(s)	Topic	Number of Days
4.EG.5.G	<b>Geography of the United States by Region</b>	1 week
4.EG.5.D 4.EG.5.F	<b>The Region's People and Events</b>	1 week

## Unit 2 Migration

**Standards addressed:**

4.EG.5.G: Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.

4.H.3.A.a: Describe the migrations of Native Americans prior to 1800.

4.H.3.A.b: Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.

4.H.3.F: Investigate the causes and consequences of westward expansion prior to 1800.

4.GS.2.A: Explain how the purpose and roles of government were debated c. early settlements to 1800.

**Supporting standards:**

4.H.3.B: Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c.1800.

4.H.3.C: Identify and describe the contributions of significant individuals up to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).

4.E.4.A.c: Distinguish among natural, capital and human resources.

4.E.4.D: Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).

4.EG.5.A: Construct and interpret historical and current maps.

4.EG.5.C.b Identify and compare diverse human geographic characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.

4.EG.5.E: Analyze how communication and transportation technologies affect people's lives. 4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.

4.RI.6.C Research stories and songs that reflect the cultural history of the early United States prior to 1800.

4.RI.6.D Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.

4.RI.6.E Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to c. 1800.

4.TS.7.A.a Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.

4.TS.7.A.b Analyze and use artifacts to share information on social studies' topics (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.

4.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.

4.TS.7.C Distinguish between fact and opinion and recognize bias and point of view in social studies topics.

4.TS.7.D With assistance, conduct and present social studies' research to an audience using appropriate sources.

4.TS.7.E.a Generate compelling research questions about a social studies' topic.

4.TS.7.E.b Apply a research process to a compelling social studies' question.

4.TS.7.F Research an appropriate social studies question and share results with an audience.

**Essential questions:**

Why do people migrate from one place to another?  
How do great migrations impact a region or the country?

**Learning targets:**

Students will describe the migrations of Native Americans and the discovery, exploration, and early settlements of American by Europeans prior to 1800.  
Students will analyze how people are affected by, depend on, adapt to, and change their physical environments.

**Content vocabulary:**

Migration, Native American, African American, European, westward expansion, government

**Resources:**

Beringia: The Land Bridge article, [Early Explorers: Gold, God, and Glory!](#) Video, articles on Christopher Columbus, Henry Hudson, Juan Ponce de Leon, John Smith, Ferdinand Magellan, Jamestown Newslela article, War and Peace with Powhatan's People, 13 colonies website

Standard(s)	Topic	Number of Days
4.H.3.A.a 4.H.3.A.b	<b>Migration of Native Americans</b>	1 Week
4.GS.2.A.c 4.H.3.A.b	<b>America's First 13 Colonies</b>	2 Weeks

## Unit 3

### Westward Expansion

**Standards addressed:**

- 4.TS.7.C.a Distinguish between fact and opinion and recognize bias and point of view in social studies topics.
- 4.R.1.A.a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- 4.R.1.A.c monitoring comprehension and making corrections and adjustments when understanding breaks down
- 4.R.1.C.b Explain relevant connections between: text-to-world
- 4.R.3.A.a Use multiple text features to locate information and gain an overview of the contents of text
- 5.H.3.A.a Outline the territorial expansion of the United States.

**Supporting standards:**

- 4.H.3.B: Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c.1800.
- 4.H.3.C: Identify and describe the contributions of significant individuals up to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).
- 4.E.4.A.c: Distinguish among natural, capital and human resources.
- 4.E.4.D: Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).
- 4.EG.5.A: Construct and interpret historical and current maps.
- 4.EG.5.C.b Identify and compare diverse human geographic characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.
- 4.EG.5.E: Analyze how communication and transportation technologies affect people's lives. 4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
- 4.RI.6.C Research stories and songs that reflect the cultural history of the early United States prior to 1800.
- 4.RI.6.D Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
- 4.RI.6.E Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to c. 1800.
- 4.TS.7.A.a Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.
- 4.TS.7.A.b Analyze and use artifacts to share information on social studies' topics (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.
- 4.TS.7.B.b Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- 4.TS.7.C Distinguish between fact and opinion and recognize bias and point of view in social studies topics.
- 4.TS.7.D With assistance, conduct and present social studies' research to an audience using appropriate sources.
- 4.TS.7.E.a Generate compelling research questions about a social studies' topic.
- 4.TS.7.E.b Apply a research process to a compelling social studies' question.
- 4.TS.7.F Research an appropriate social studies question and share results with an audience.

**Essential questions:**

- What were the costs and benefits of territorial expansion?
- How did migration and immigration impact the United States?

**Learning targets:**

- Students will outline the territorial expansion of the United States.
- Students will describe the impact of migration on immigrants and the United States.

**Content vocabulary:**

Expansion, migration, expedition		
<b>Resources:</b> <b>Articles on Thomas Jefferson, The Louisiana Purchase, The Lewis and Clark Expedition, You Wouldn't Want to be a Pioneer, Social Studies Weekly, Impact of the Westward Expansion on Native Americans</b>		
Standard(s)	Topic	Number of Days
4.TS.7.C.a	<b>Thomas Jefferson</b>	2 days
4.R.1.A.c 4.R.1.C.b 4.TS.7.C.a	<b>The Louisiana Purchase</b>	1 day
4.R.1.A.a 4.R.1.b 4.R.3.A.a	<b>The Lewis and Clark Expedition</b>	2 days
	<b>Moving West</b>	3 weeks

## Unit 4 American Revolution

### Standards addressed:

4.PC.1.A: With assistance, research and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed, and the redress of grievances.

4.PC.1.E: Describe the character traits and civic attitudes of historically significant individuals in American History prior to c. 1800.

4.H.3.D.a: Explain the causes of the American Revolution, including the perspectives of Patriots, Loyalists, Native Americans, African Americans and European allies.

4.H.3.D.b Explain the factors that contributed to the colonists' success.

4.H.3.E.b: Explain how the Declaration of Independence, the Constitution, and the Bill of Rights affected people in the United States prior to 1800.

4.GS.2.B: Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to 1800.

Supporting standards:

4.GS.2.C: Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.

4.H.3.B: Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.

4.H.3.C: Identify and describe the contributions of significant individuals up to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).

4.E.4.B Conduct a public cost-benefit analysis.

4.E.4.C Explain how the government utilizes taxes to provide goods and services.

4.EG.5.E: Analyze how communication and transportation technologies affect people's lives.

4.RI.6.A: Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800. 4.RI.6.B: Apply constructive processes or methods for resolving conflicts.

4.RI.6.E: Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to c. 1800.

4.TS.7.A.a: Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.

4.TS.7.A.b: Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

4.TS.7.B.a: Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.

4.TS.7.B.b: Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.

4.TS.7.C: Distinguish between fact and opinion and recognize bias and point of view in social studies topics.

4.TS.7.D: With assistance, conduct and present social studies' research to an audience using appropriate sources.

4.TS.7.E.a: Generate compelling research questions about a social studies' topic.

**Essential questions:**

What events led up to America declaring independence from Great Britain?  
 Who were the leaders on both sides? Who had power?  
 Who else played a role in the war?

**Learning targets:**

Students will identify and describe contributions of significant individuals to America prior to 1800.  
 Students will explain the causes of the American Revolution by looking at the perspectives of patriots, loyalists, Native Americans, African Americans, and European allies.

**Content vocabulary:**

Patriots, Loyalists, allies, American Revolution, minutemen, militia, Continental Congress, Parliament

**Resources:**

The French and Indian War passage, related BrainPop videos, Ben Franklin speaks about the Tax Act, Battle of Lexington and Concord passage, Second Continental Congress passage, Declaration of Independence, Native Americans and the American Revolution passage, *Mumbet's Declaration of Independence*, *Roles of Women in the Revolutionary War*, *Life During the Revolutionary War*

Standard(s)	Topic	Number of Days
4.H.3.D.a	<b>Causes and Effects of the French and Indian War</b>	2 days
4.H.3.D.a	<b>Events Leading to the American Revolution</b>	2 days
4.H.3.D.b 4.PC.1.E 4.GS.2.B	<b>First and Second Continental Congress/Battle of Lexington and Concord</b>	2 days
4.H.3.E.b 4.PC.1.A 4.PC.1.E 4.GS.2.B	<b>Declaration of Independence</b>	2 days
4.H.3.D.b 4.PC.1.E	<b>The Battle Of Yorktown</b>	1 day

4.H.3.D.a	Analyzing Perspectives of the American Revolution	2 days
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## Unit 5

### A New Nation (Federal Government)

#### Standards addressed:

- 4.PC.1.A.a With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.
- 4.PC.1.B.a Explain the major purposes of the U.S. Constitution.
- 4.PC.1.B.b With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.
- 4.PC.1.C.a Explain the major purpose of the Bill of Rights.
- 4.PC.1.C.b Identify important principles in the Bill of Rights.
- 4.PC.1.B With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.
- 4.PC.1.F Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
- 4.H.3.E.b Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.
- Supporting Standards
- 4.R.1.A.a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- 4.R.1.A.c monitoring comprehension and making corrections and adjustments when understanding breaks down
- 4.R.1.C.a Explain relevant connections between: text-to-text
- 4.R.1.C.b Explain relevant connections between: text-to-world
- 4.R.3.A.a Use multiple text features to locate information and gain an overview of the contents of text
- 4.R.1.A.a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- 4.TS.7.C.a Distinguish between fact and opinion and recognize bias and point of view in social studies topics.
- 4.PC.1.D.a Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
- 4.PC.1.E.a Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800.
- 4.PC.1.F.a Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
- 4.GS.2.A.a Explain how the purpose and roles of government were debated c. early settlements to 1800.
- 4.GS.2.C.a Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
- 4.GS.2.D.a Identify and explain the functions of the three branches of government in the federal government.

#### Essential questions:

How did our founding documents shape our nation, resolve conflicts, and establish citizens' rights?

#### Learning targets:

Students will determine the key ideas in the Declaration of Independence including inalienable rights and government by the consent of the governed.

Students will determine the key ideas in the U.S. Constitution including limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty.

Students will explain the purpose of the Bill of Rights and identify some of the basic rights and freedoms.

Students will identify and explain the importance of national symbols.

**Content vocabulary:**

Bill of Rights, checks and balances, Declaration of Independence, inalienable rights, popular sovereignty, separation of powers, United States Constitution

**Resources:**

Articles of the Confederation passage and primary source, *U.S. Constitution and Preamble of the Constitution*, The Bill of Rights primary source, passages on the Liberty Bell, Great Seal, The Star Spangled Banner, U.S. Flag, related BrainPop videos

Standard(s)	Topic	Number of Days
	<b>The Constitution</b>	2 days
4.PC.1.B 4.GS.2.B 4.H.3.E.b	<b>Articles of Confederation and the Constitution</b>	2 days
4.PC.1.B 4.GS.2.B 4.H.3.E.b	<b>The Bill of Rights</b>	4 days
4.PC.1.F	<b>National Symbols</b>	2 days

## Unit 6 Missouri

**Standards addressed:**

4.R.1.C.b Explain relevant connections between: text-to-world

4.R.3.B.c explain how an author uses language to present information to influence what the reader thinks or does

3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).

3.PC.1.F.b Recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.,...

**Essential questions:**

What significant Missourians made contributions to our state and national heritage?

What are some of the symbols of Missouri?

**Learning targets:**

Students will identify and describe the significance of individuals from Missouri who have made contributions to our state and national heritage.



**Content vocabulary:**  
Symbols, contributions

**Resources:**

Articles on Walt Disney, Laura Ingalls Wilder, Harry Truman, John Berry Meachum, Brad Pitt, Sheryl Crow, Dick Van Dyke, website on Missouri symbols

Standard(s)	Topic	Number of Days
4.R.1.C.b 4.R.3.B.c	<b>Famous Missourians</b>	3 days
4.R.1.C.b	<b>State Symbols</b>	2 days