

History and Social Studies Pacing Guide

2020-2021

4th Grade



The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

Fourth Grade - Regions and Cultures of the Americas;

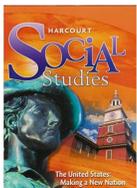
pre-contact Americas to European Settlements (up to 1763)

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 and picture books 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

District Resources:

Harcourt



ReadyGEN



World Book



The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
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	C1: Civic virtues and democratic principles are key components of the American political system.	<i>E1: A financially literate individual understands how to manage income, spending, and investment.</i>	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	<i>G2: Human-environment interactions are essential aspects of human life in all societies.</i>	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	<i>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</i>	E3: Individuals and institutions are interdependent within market systems. <i>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	<i>C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.</i>	<i>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</i>	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	<i>H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i>

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions** - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions** - Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources** - Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims** - Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions** - Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action** - To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

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.

Year Snapshot -Units by Quarters

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>North American Indians (not just AZ American Indians)</u>	<u>Mesoamerican and South American Indians (Olmec, Inca, Maya, and Aztec)</u>	<u>European Exploration (British, Dutch, French, Portuguese, Spanish)</u>	<u>Settlements (13 colonies, westward expansion up to 1763)</u>
4.G1.1 4.G2.1	4.E3.1 4.H1.1 4.H3.1	4.E2.1 4.E3.1 4.G3.1 4.G4.1 4.H2.1 4.H2.2	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

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
4.SP1.3, 4.SP2.1, 4.SP2.2	4.RL.1, 4.RL.2, 4.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can demonstrate understanding of a text, determine a theme of a story, and describe the character of a story from the American civilizations and the early American colonies. Content Standards to pull literature from include the following: 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1
4.SP3.4, 4.SP3.5, 4.SP3.6	4.RL.4	Standard 2	When choosing literature to read, look to social studies for content examples. Students can determine the meaning of language found in social studies stories, explain the type of story, and compare and contrast points of view all using social studies. When choosing literature to read, look to social studies content for examples. Students can demonstrate understanding of a text, recount and paraphrase, and describe character of Arizona stories. Content Standards to pull literature from include the following: 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1
	4.RL.5	Standard 1	
	4.RL.6		
4.SP3.6, 4.SP4.1, 4.SP4.2, 4.SP4.3, 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1	4.RL.7	Standard 1	Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
	4.RL.9		
	4.RL.10		
4.SP1.1, 4.SP1.2, 4.SP1.3, 4.SP3.2, 4.SP4.2, 4.SP4.2	4.RI.1, 4.RI.2, 4.RI.3	Standard 1	Content Standards to pull informational texts from included the following: 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1
	4.RI.4	Standard 2	
	4.RI.5, 4.RI.6		
4.SP3.6	4.RI.7	Standard 1	
4.SP3.4	4.RI.8	Standard 8	
4.SP3.5, 4.SP4.3	4.RI.9		
4.SP3.6, 4.SP4.1, 4.SP4.2, 4.SP4.3, 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1	4.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1	4.W.1	Standards 4, 8, 9	Use the content standards for civics, economics, geography, and history to write opinion pieces, explanatory texts, and narratives. With guidance have students use those same content standards to write research and present their findings.
	4.W.2, 4.W.3	Standards 3, 9	
	4.W.4	Standard 9	
	4.W.5	Standard 5	
	4.W.6	Standard 6	
	4.W.7, 4.W.8, 4.W.9	Standard 7	
	4.W.10		
4.SP1.2, 4.SP1.3, 4.SP2.1, 4.SP2.2, 4.SP3.1, 4.SP3.2, 4.SP3.6	4.SL.1	Standard 6	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to tell stories, create recordings and produce complete sentences about what they have read and studied. Use social studies content standards to fulfill this requirement. These include 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1
	4.SL.2	Standard 1	
	4.SL.3	Standard 8	
4.SP3.4, 4.SP3.5, 4.SP3.6	4.SL.4	Standards 3, 4, 7, 9	
	4.SL.5		
	4.SL.6	Standards 5, 9	
	4.L.1, 4.L.2, 4.L.3	Standards 3, 10	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	4.L.4, 4.L.5	Standard 2	
	4.L.6	Standards 4, 5, 8	

Quarter 1			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: North American Indians (not just AZ American Indians)			
<p>4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.</p> <p>←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> <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 utilization of renewable and non-renewable natural resources 	<ul style="list-style-type: none"> • I can read and interpret information on maps. • I can analyze the relationship between geography and culture • I can identify the characteristics of geographic human and physical features. • I can explain how changes in the environment affected early people’s lives. • I can describe how the Eastern Woodlands peoples adapted to their environment. • I can locate the eastern woodlands cultural area and compare lifeways among its inhabitants. • I can describe how the Plains people adapted to their environment. • I can describe how the pueblo people adapted to their environment. • I can explain how people were affected by and interact with their environment. 	<p>adaptations eastern woodland people plains people pueblo people</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> • Unit 1 The Land and the Early People <ul style="list-style-type: none"> ○ Chapter 1 Our Nation’s Geography pg. 12-49 ○ Chapter 2 Native Americans pg. 50-91 ○ Luci Taphanonso Biography <p><i>ReadyGen:</i></p> <ul style="list-style-type: none"> • Sleuth - Cohokia, pg 18 <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> • Pueblo • American Indians Article • Classroom: American Indians • Classroom: American Indians Index • American Indian Tribes • Pioneers Life in America • Westward Movement in America • Social Studies Power <ul style="list-style-type: none"> ○ American Indians • Timelines <ul style="list-style-type: none"> ○ History of American Indians • eBooks <ul style="list-style-type: none"> ○ The Aztec ○ The Blackfeet ○ The Cherokee ○ The Hopi ○ Tales from the Americas <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

Quarter 2			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Mesoamerican and South American Indians (Olmec, Inca, Maya, and Aztec)			
<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.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 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 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 	<ul style="list-style-type: none"> I can explain how resources affect Mesoamerican civilizations. I can explain how roles and responsibilities 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 pyramids calendars vigesimal number system (base 20) hunter-gatherer Mayans Olmec Inca Aztec</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Unit 1 The Land and the Early People <ul style="list-style-type: none"> Chapter 2 Native Americans pg. 50-91 <p><i>ReadyGen:</i></p> <ul style="list-style-type: none"> The Cliff Dwellers & The Anasazi: The Ancient Builders <p><i>World Book:</i></p> <ul style="list-style-type: none"> Olmec Maya Aztec Inca Age of European Exploration Social Studies Power <ul style="list-style-type: none"> Early Civilizations eBooks <ul style="list-style-type: none"> The Inca The Inuit The Maori The Maya <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

Quarter 3			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: European Exploration (British, Dutch, French, Portuguese, Spanish)			
<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 Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas <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>	<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><i>Harcourt:</i></p> <ul style="list-style-type: none"> Unit 2 Cultures Meet <ul style="list-style-type: none"> Chapter 3 The Age of Exploration pg. 108-145 <p><i>World Book:</i></p> <ul style="list-style-type: none"> Social Studies Power <ul style="list-style-type: none"> Spanish Exploration of North America English Exploration of North America French Exploration of North America The Southwest The Southeast The Midwest The Northeast Colonization and Imperialism Dramatic Learning <ul style="list-style-type: none"> The Mayflower: An American Epic <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></p>

Quarter 4			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Settlements (13 colonies, westward expansion up to 1763)			
<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 limited to slavery, exploration, property rights, and colonization <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, <i>The Mayflower Compact</i>, 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 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.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"> 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 limited to slavery, exploration, property rights and colonization I can describe the role of town meetings and representative assemblies. 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 <ul style="list-style-type: none"> 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). 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. 	<p>President Monarch Democracy Candidates Election Volunteer Citizen Representative Congress President Petition Senate Responsibility Rights Democracy Citizen Bill of Rights Impeach Supreme Court Veto Judicial Legislative Executive</p>	<p><i>Harcourt:</i></p> <ul style="list-style-type: none"> Unit 2 Cultures Meet <ul style="list-style-type: none"> Chapter 4 Building the First Colonies pg. 46-179 Unit 3 The 13 Colonies <ul style="list-style-type: none"> Chapter 5 The New England Colonies pg. 196-221 Chapter 5 The Middle Colonies pg. 222-249 <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> Thirteen Colonies Monarchy Democracy Benjamin Franklin John Adams Alexander Hamilton Thomas Jefferson James Madison George Washington Social Studies Power <ul style="list-style-type: none"> To the United States Timelines <ul style="list-style-type: none"> U.S. Territorial Acquisitions United States: Beginnings to 1763 Colonial Life in America <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to jmoritz@gesd40.org</i></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 utilization of renewable and non-renewable natural resources <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 rights, freedoms, and responsibilities in the Americas.</p> <p>• Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can identify what factors contributed to the development of American Democracy. • I can explain the roles 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. 		
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