**Grade 4: Relationships**

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| **Grade Level Introduction:** To further develop independent thinking and collaboration skills, the goal for 21st century learners in 4th grade is to continue fostering curiosity and engagement through learning experiences that focus on the complex and overlapping relationships within communities, states and nations. Student experiences will allow them to interact with and evaluate the relationships through the lenses of perspective, change and interdependence and how these viewpoints impact an individual, a society and the world. Students will continue to focus on questioning as they consider perspectives and how these impact the reasons for why people create and make changes to rules and laws to meet the needs of society. They will question and evaluate perspective, context and cause and effect, as they continue to examine historical sources. Work will be done to judge the validity and usefulness of sources when studying a particular topic as they sharpen historical-thinking skills. By building on the economic understandings of scarcity, opportunity costs and human capital, 21st century learners will develop questions to investigate how the relationships between buyers and sellers, supply and demand, trade and specialization and changes to human capital all impact economic decision-making. Using geographic tools, students will examine how the cultural, environmental and man-made characteristics impact humanity’s interaction with its surroundings. As students continue refining their ability to question, evaluate and communicate, they will examine school and community relationships to identify and address issues that affect students' lives. They will also engage with and meet perceived needs in their communities through the application of civic readiness, sharing research and communicating solutions to local issues of importance in a meaningful and authentic way. By the end of 4th grade, students can make connections to relationships within communities, states and nations and evaluate these relationships through the lenses of perspective, change and interdependence.**Assumptions and Goals of Curriculum Development:****Sampling of Primary Resources Documents:** |
| **4.CM.1 Civic and Political Institutions** *Describe the origins, functions and structure of government to determine how it provides structure to protect citizens and provide equal opportunity within a framework of laws.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:*** *May include, but not limited to the following:*
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| **4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Compare the beliefs, experiences and values that affect individual and group perspectives.* |
| **Key Idea** |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.CM.3 Processes, Rules and Laws** *Explain how the development of policies improves communities and attempts to meet the needs of society.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.EDM.4 Economic Decision Making** *Describe and evaluate the relationship between resource availability, incentives and opportunity costs.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.EDM.5 Exchange and Markets** *Explain the role of buyers, sellers, products and labor in economic markets.* |
| **Key Idea**:  **Buyers, sellers, and laborers are all dependent on one another for a successful economy.** |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.EDM.6 National Economy** *Describe the functions of the monetary system in personal, local and national economies.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.EDM.7 Global Economy** *Explain how the development of policies improves communities and attempts to meet the needs of society.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.GR.8 Spatial Views of the World** *Describe the locations of cultural and environmental characteristics and patterns of movement using maps of different scales.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.GR.9 Human-Environment Interaction** *Explain how cultural and environmental characteristics of places and regions change over time.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| 4. GR. 10 Human Populations Spatial Patterns and Movements *Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4. GR. 11 Global Interconnections** *Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4. HT.12 Chronological Reasoning: Causation and Continuity**. *Create and use chronological sequences of events to explain probable causes and effects of historical developments and events.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.HT.13 Historical Understanding: Contextualization and Perspectives***Explain how historical contexts influence people’s perspectives.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.HT.14 Historical Arguments** *Explain the concept of a claim and identify evidence for a secondary source to summarize a claim about the past.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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| **4.HT.15 Interpretation and Synthesis** Analyze the information gathered from historical sources (maker, date, place of origin, audience and purpose), to judge the extent to which the sources are useful for studying a particular topic. |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** *May include, but not limited to the following:*

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