



inquirED

4th Grade Scope and Sequence

Topic: Natural Resources of the US

Inquiry Question: How should we use the natural resources of the United States?

Description: In this unit, students examine the resources and interdependence of regions of the United States. They also explore how their local and state communities fit into the national economic picture, not only examining the use of resources, but also challenges and opportunities.

Standards Covered:

Civics: Processes, Rules, and Laws

- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

Geography: Spatial Patterns and Movements

- D2.Geo.8.3-5: Explain how human settlements and movements relate to the locations and use of various natural resources

Geography: Place, Regions, and Culture

- D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself
- D2.His.12.3-5: Generate questions about multiple historical sources and their relationships to particular historical events and developments
- D2.His.13.3-5: Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic

Topic: Our State's History

Inquiry Question: How can we help tell the story of our state?

Description: In this unit, students learn about the first people to live in their state and the major events at the roots of their state's history. They explore a variety of historical sources and the various perspectives reflected in them.

Standards Covered:

Civics: Civic and Political Institutions

- D2.Civ.1.3-5: Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places
- D2.Civ.3.3-5: Examine the origin and purposes of rules, laws, and key U.S. constitutional provisions
- D2.Civ.4.3-5: Explain how groups of people make rules to create responsibilities and protect freedoms
- D2.Civ.5.3-5: Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions

Civics: Processes, Rules, and Laws

- D2.Civ.12.3-5: Explain how rules and laws change society and how people change rules and laws
- D2.Civ.13.3-5: Explain how policies are developed to address public problems
- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

History: Causation and Argumentation

- D2.His.14.3-5: Explain probable causes and effects of events and developments
- D2.His.16.3-5: Use evidence to develop a claim about the past

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself
- D2.His.12.3-5: Generate questions about multiple historical sources and their relationships to particular historical events and developments
- D2.His.13.3-5: Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic

History: Perspectives

- D2.His.6.3-5: Describe how people's perspectives shaped the historical sources they created

Topic: Economic Choices

Inquiry Question: How can we make economic choices that have positive impacts?

Description: In this unit, students explore their role in the economy as a citizen of their community. They investigate their role as a consumer, a producer, and a decision-maker with the power to influence and impact their lives, their communities, and the world in powerful ways.

Standards Covered:

Civics: Processes, Rules, and Laws

- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

Economics: Economic Decision Making

- D2.Eco.2.3-5: Identify positive and negative incentives that influence the decisions people make

Economics: Exchange and Markets

- D2.Eco.3.3-5: Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services
- D2.Eco.4.3-5: Explain why individuals and businesses specialize and trade
- D2.Eco.5.3-5: Explain the role of money in making exchange easier
- D2.Eco.8.3-5: Identify examples of external benefits and costs
- D2.Eco.9.3-5: Describe the role of other financial institutions in an economy

Economics: The National Economy

- D2.Eco.12.3-5: Explain the ways in which the government pays for the goods and services it provides

Geography: Changing Spatial Patterns

- D2.Geo.11.3-5: Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places

Geography: Spatial Patterns and Movements

- D2.Geo.8.3-5: Explain how human settlements and movements relate to the locations and use of various natural resources

Geography: Place, Regions, and Culture

- D2.Geo.5.3-5: Explain how the cultural and environmental characteristics of places changes over time

History: Causation and Argumentation

- D2.His.14.3-5: Explain probable causes and effects of events and developments
- D2.His.16.3-5: Use evidence to develop a claim about the past
- D2.His.17.3-5: Summarize the central claim in a secondary work of history

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself
- D2.His.12.3-5: Generate questions about multiple historical sources and their relationships to particular historical events and developments
- D2.His.13.3-5: Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic

History: Perspectives

- D2.His.4.3-5: Explain why individuals and groups during the same historical period differed in their perspectives
- D2.His.5.3-5: Explain connections among historical contexts and people's perspectives at the time