



MASSACHUSETTS SAMPLE CURRICULUM MAP

History and Social Science

Grade 4

June 2013

Introduction to the Sample Grade 4 Curriculum Map for History and Social Science

The curriculum map on the following pages illustrates just ***one*** way to organize the grade 4 standards from the *Massachusetts Curriculum Framework for History and Social Science*. Additionally, history and social science courses must include literacy standards from the 2011 *Massachusetts Framework for ELA and Literacy* in a coherent yearlong learning sequence. The map is intentionally spare, made with the recognition that district staff will adapt it to suit their students and to include resources such as specific texts, assignments, assessments, or background materials for teachers.

In Grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, and human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Students apply concepts and skills taught in previous grades: history, geography, civics and government and economics and economics.

The map integrates reading, writing, speaking and listening, and language (which includes vocabulary) as does Reading Standard 10:

By the end of the year, students read and comprehend... informational texts including history and social science in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

The sample unit referenced in this map was under development in spring 2013 as part of the Massachusetts Department of Elementary and Secondary Education's Race to the Top grant from the United States Department of Education. The unit title is included in the "Unit Column" and the culminating performance assessment is listed in the "Assessment Column".

Primary resources used in creating this sample map were the *Massachusetts Curriculum Framework for History and Social Science* (2003) and the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011). Additional materials that districts may want to use to inform alignment work are the WIDA standards for English language learners (2012) or the Massachusetts Department of Elementary and Secondary Education's *Resource Guide to English Language Arts and Literacy for Students with Disabilities* (in press, 2013) and Appendices A and B of the *Common Core State Standards for English Language Arts and Literacy* (2010).

This sample curriculum map is one of three developed as part of the Department's Race to the Top work. Based on the work of Heidi Hayes Jacobs and Associates, the collection includes sample maps for these grades and subject areas:

- Grade 2 English Language Arts and Literacy
- Grade 4 History and Social Science
- Grade 8 Mathematics

Science and technology/engineering was not included because the standards were under revision in 2012-2013.

The general format of these curriculum maps may, of course, be used for other grades and subjects.

Academic Language in the Standards Addressed throughout the Year

The following vocabulary words and phrases appear in the standards for grade four. Using this academic language with students strengthens their ability to master the content and to apply it in various settings. Additional academic vocabulary will be drawn from the readings.

History and Social Science: absolute location, architecture, architectural features, boundary, buyers and sellers, centralization, citizen, city, civilization, climate, codes of conduct, compass, compass rose, country, country of origin, culture, defense, diverse, diversity, economy, ethnic, geography, goods and services, historic site, immigrant, immigration, independence, irrigation, labor and slave labor, Language group, languages, latitude and longitude, limited and unlimited resources, location, manufacture, map title, scale, and legend, monument, museum, national historic site, natural resources, place names, province, region, regional, religion, religious, rights of citizenship (right to vote and freedom of religion, speech, assembly, and petition), scarcity, settle, settlement, slavery, state, state capital, technology, topography, trade, transportation, unification, writing system,

Literacy: animation, category, cause and effect, chronology, collaborative discussion, compare and contrast, concepts, conventions of standard English grammar and usage, definition, describe, details, differentiate, discourse (formal and informal), event/event sequence, evidence, examples, explanatory/explanation, firsthand and secondhand accounts, focus, formatting, graph, ideas, inferences, illustration, information/informational, integrate, interactive elements of a website, media, multimedia, narrate/narrative, opinion, oral/orally, paraphrase, point of view, problem/solution, procedures, quantitative, quantitatively, reasons, specific, summarize, text, timeline, topic, visual, visually,

History and Social Science – Grade 4 Overview			
Month	Content	Curriculum Unit	Assessment
August/September	Geography Vocabulary Geography Skills Countries in North America	Regions of the United States	<p>Summative Assessment to be completed after the study of all US Regions</p> <p>You have just opened a new hotel and need guests! You need to create an advertisement to convince travelers to travel to the region where your hotel is located. You will create a print advertisement or a commercial to pitch the region in an organized way and including enough information to persuade people to visit your region (connection to 4.W.1). You will need to include what region you're talking about, location on a map (connection to 4.9) and characteristics of that region (climate, major physical features, natural resources)(connection to 4.11).</p>
August/ September	Life in the United States		
September/October	Northeast Region		
October/November	Southeast Region		
December/January	Midwest Region		
January / February	Southwest Region		
March	West Region		
April/May	Mexico/Central America/Caribbean Islands		
May	Canada		

Time/months	HISTORY AND SOCIAL SCIENCE STANDARDS LITERACY STANDARDS	Curriculum Unit	Formative Assessment
August/ September	<p>Literacy: RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>Teacher Tip: Geography vocabulary has been introduced in earlier grades. A comprehensive review with student demonstration of knowledge will better ensure student success in the study of the United States.</p> <ol style="list-style-type: none"> 1. (G) Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. 2. (G) Interpret a map using information from its title, compass rose, scale, and legend. <p>Literacy: RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p>	Geography Vocabulary Geography Skills	TBD
August/ September	<p>4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii).</p> <p>4.17 On a map of North America, locate Canada.</p> <p>4.23 On a map of North America, locate Mexico.</p> <p>4.8 On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges.</p> <p>Teacher Tip: Text could be defined as the district adopted textbook, a primary source document, poem, song or digital media)</p>	North America- United States, Mexico and Canada	TBD
August/ September	<p>Literacy: RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <ol style="list-style-type: none"> 1. (G) Use map and globe skills to determine absolute locations (latitude and longitude) of places studied. 4.11 Describe the climate, major physical features, and major natural resources in each region. (G) 2. (G) Interpret a map using information from its title, compass rose, scale, and legend 6. Define and give examples of natural resources in the United States. (E) 7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E) 8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E) <p>Literacy: RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Teacher Tip: Select a resource in your area to model the term natural resource and the concept of supply and demand.</p>	Life in the United States	TBD

Time/months	HISTORY AND SOCIAL SCIENCE STANDARDS LITERACY STANDARDS	Curriculum Unit	Formative Assessment
September/ October	<p>4.9 Locate the New England states.</p> <p>4.10 Identify the states, state capitals, and major cities in each region. (G)</p> <p>Literacy: RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4.11 Describe the climate, major physical features, and major natural resources in each region. (G)</p> <p>Literacy: RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4.14 Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)</p> <p>3. Observe and describe national historic sites and describe their function and significance. (H, C)</p> <p>4.13 Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, and Mount Vernon). (G)</p> <p>4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)</p> <p>5. Give examples of the different ways immigrants can become citizens of the United States. (C)</p> <p>4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)</p>	Northeast Region	TBD

Time/months	HISTORY AND SOCIAL SCIENCE STANDARDS LITERACY STANDARDS	Curriculum Unit	Formative Assessment
October/ November	<p>4.9 Locate the Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central states in the region (G)</p> <p>4.10 Identify the states, state capitals, and major cities in each region. (G)</p> <p>4.11 Describe the climate, major physical features, and major natural resources in each region. (G)</p> <p>6. Define and give examples of natural resources in the United States. (E)</p> <p>4.12 Identify and describe unique features of the United States (e.g., the Everglades (G)</p> <p>4.14 Identify the five different European countries that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)</p> <p>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture:</p> <ul style="list-style-type: none"> • several indigenous peoples in different areas of the country (e.g., Seminoles) • African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20th century, and recent African immigrant groups to settle in large numbers. <p>Literacy: RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Teacher Tip: A graphic organizer could be created to identify common information about each of the regions. This research activity could continue throughout the study of each region.</p>	Southeast Region	TBD

Time/months	HISTORY AND SOCIAL SCIENCE STANDARDS LITERACY STANDARDS	Curriculum Unit	Formative Assessment
December/ January	<p>4.9 Locate the Great Lakes and Plains states</p> <p>4.10 Identify the states, state capitals, and major cities in each region. (G)</p> <p>4.11 Describe the climate, major physical features, and major natural resources in each region. (G)</p> <p>4.12 Identify and describe unique features of the United States (e.g., the Mount Rushmore, (G)</p> <p>6. Define and give examples of natural resources in the United States. (E).</p> <p>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of</p> <ul style="list-style-type: none"> • several indigenous peoples in different areas of the country (e.g., Sioux); • European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians); • major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G) <p>Literacy: W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p>	Midwest Region	TBD
January/ February	<p>4.9 Southwest Desert, and South Central States</p> <p>4.10 Identify the states, state capitals, and major cities in each region. (G)</p> <p>4.11 Describe the climate, major physical features, and major natural resources in each region. (G)</p> <p>4.12 Identify and describe unique features of the United States (e.g., the Grand Canyon). (G)</p> <p>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of several indigenous peoples in different areas of the country (e.g., Navajo) and Mexicans (H, G)</p> <p>Literacy: W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	Southwest Region	TBD

Time/months	HISTORY AND SOCIAL SCIENCE STANDARDS LITERACY STANDARDS	Curriculum Unit	Formative Assessment
March	<p>4.9 Locate the Pacific, Mountain, and Southwest Desert states</p> <p>4.10 Identify the states, state capitals, and major cities in each region. (G)</p> <p>4.11 Describe the climate, major physical features, and major natural resources in each region. (G)</p> <p>4.12 Identify and describe unique features of the United States (e.g., the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)</p> <p>4.14 Identify the five different European countries that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)</p> <p>3. Observe and describe national historic sites and describe their function and significance. (H, C)</p> <p>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of several indigenous peoples in different areas of the country (e.g., Hawaiians, and Inuits).</p> <p>Literacy: RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.10. By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	West Region	
April/May	<p>4.23 On a map of North America, locate Mexico and its major cities. (G)</p> <p>4.24 Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)</p> <p>4.25 Identify the language, major religion, and peoples of Mexico. (H)</p> <p>4.26 Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)</p> <p>4.27 On a map of north and South America, locate the isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)</p> <p>4.28 Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)</p> <p>4.29 Identify the different languages used in different countries in the Caribbean region today (e.g. Spanish in Cuba, French in Haiti, English in Barbados and Jamaica).</p> <p>4.30 Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved.</p> <p>Literacy: W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	Mexico, Central America, and the Caribbean Islands	TBD

Time/months	HISTORY AND SOCIAL SCIENCE STANDARDS LITERACY STANDARDS	Curriculum Unit	Formative Assessment
May	4.17 On a map of North America, locate Canada, its provinces, and major cities. (G) 4.18 Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E) RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. 4.21 Identify the location of at least two Native American tribes in Canada (e.g., Kwakiutl and Micmac) and the Inuit nation and describe their major social features. (H, G) 4.19 Describe the major ethnic and religious groups of modern Canada. (G, H, C, E) 4.20 Identify when Canada became an independent nation and explain how independence was achieved. (H,G) 4.22 Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)	Canada	TBD
June	Summative Performance Assessment (See page 4)		

References:

MASSACHUSETTS HISTORY AND SOCIAL SCIENCE CURRICULUM FRAMEWORK, Grades Pre-Kindergarten to 12, 2003

MASSACHUSETTS CURRICULUM FRAMEWORK FOR ENGLISH LANGUAGE ARTS AND LITERACY Grades Pre-Kindergarten to 12, Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, March 2011