

The 4th grade course in the Social Studies Recommended Curriculum has a broad chronological scope. This is not to imply that instruction in Delaware and American history content dominates this course. Rather, it means that instruction uses Delaware and the United States as a context in the past and present. Since Civics, Geography, and Economics instruction is expected during this grade, the historical timeframe in which instruction takes place must have a wide range. Teachers may decide to use this course description as a guide for their instruction.

A student should know historical chronology in such a way as to be able to place people, laws, and events. For example, since 1609 there occurred European colonization of the Americas, the American Revolution, writing of the Constitution, the rise of industrialization and urbanization, an expansion in freedom, and increasing technological change. Without knowing the exact years for an event, a student should still be able to place all these events within a chronology in their approximate place. In other words, students should know the major events and their approximate time.

**Grade 4-5 benchmarks
targeted for instruction in Grade 4**

Civics 1a	Geography 1a
Civics 1b	Geography 4a
Civics 2b	History 1a
Civics 2b	History 2b
Economics 3a	History 4a

An organized mental framework of events, people, trends, and other historical phenomena is essential to understanding, evaluating, and constructing historical interpretations. Such a framework allows us to draw logical inferences concerning the continuing impact of the past on the present. Individual periods, regions, or events should not be studied in isolation but rather in comparison to one another. Nor should the broad sweep of events or an emphasis on leaders, great works, and pivotal events obscure the importance of seeking to understand the everyday life of ordinary people in other times and places.



Essential Question

What were Delaware and America like before contact by Europeans?

Benchmarks

Geography 1a, History 4a

Content

Native Americans before European contact

Essential Question

How can thinking like a historian help me draw credible conclusions?

Benchmarks

History 1a, History 2b, History 4a

Content

Exploration and settlement of Colonial America

Model Unit

[History 1a, History 2b –Thinking Chronologically](#)

Essential Question

How did Delaware and the United States develop their forms of government?

Benchmarks

Civics 1a, Civics 1b, History 4a

Content

[Delaware Day](#), Writing of the Constitution

Model Units in Production

[Civics 1b – Branches of Government](#)

Essential Question

How have advances in technology affected our lives?

Benchmarks

Economics 3a, History 4a

Content

Industrial Revolution to 1865

Model Units in Production

[Economics 3a – Economic Systems](#)

Essential Question

What does it take to be a good citizen in a democracy?

Benchmarks

Civics 2b, Civics 4b

Content

Civic responsibility, elections

Model Units

[Civics 2b – Liberty and Citizenship](#)

[Civics 4b - Democratic Methods](#)

Essential Question

How can thinking like a geographer help us solve real-world problems?

Benchmark

Geography 4a

Content

Community characteristics, data, and transportation

Model Unit in production

[Geography 4a - Community Profiles](#)