

## Grade 4 History/Social Studies Pacing Guide (based on 2015 standards)

### 2020-21 Return to Learn – 2 days in person/3 days virtual learning

At home learning should include; but not be limited to, projects, practice assignments, interactive notebook assignments, online websites that reinforce information, historical novels/readings, etc.

#### Symbol Key

<p>◆ <b>Split:</b> This Standard of Learning has been <i>split</i> into more than one nine-week block.</p>	<p>Incorporate: <i>Incorporate this skill into the daily routine.</i></p>
<p>☺ <b>Integrate:</b> This skill should NOT be taught in isolation.  <b><i>Integrate the skill into daily lessons.</i></b>  <b>VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</b>  <b>a) Analyzing &amp; interpreting artifacts &amp; primary and secondary sources to understand events in Virginia history.</b>  <b>b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;</b>  <b>c) interpreting charts, graphs and pictures to determine characteristics of people, places or events in Virginia history;</b>  <b>d ) recognizing points of view and historical perspectives;</b>  <b>e) comparing and contrasting ideas and cultural perspectives in Virginia history;</b>  <b>f) determining relationships with multiple causes or effects in Virginia history;</b>  <b>g) explaining connections across time and place;</b>  <b>h) using a decision-making model to identify costs and benefits of a specific choice made;</b>  <b>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and</b>  <b>j) investigating and researching to develop a student-produced product orally and in writing.</b></p>	<p>® <b>Review:</b> This skill was taught for mastery in a previous nine-week block. Continue to <i>review</i> this mastered skill, with heavy emphasis, in the listed nine-week block.</p>

#### First Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<p><b>**VS. 1a</b> ☐</p> <p><b>VS.2 The student will</b></p>	<p><b>VS10.</b> The student will demonstrate an understanding</p>	<p><b>2c)</b> locating &amp; identifying water</p>	<p><b>2e)</b> describing how American Indians related to the climate &amp;</p>	<p>Continue with week 4 content</p>	<p><b>VS.3 The student will demonstrate an</b></p>	<p><b>3c)</b> describing the importance of the</p>	<p><b>3e)</b> identifying the</p>	<p><b>3g)</b> describing the interactions between</p>

<p><b>demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by</b></p> <p><b>2a)</b> locating Virginia &amp; its bordering states on maps of the United States;</p> <p><b>2b)</b> locating &amp; describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley &amp; Ridge, and Appalachian Plateau;</p>	<p>of VA government, geography, and economics by</p> <p><b>10b)</b> describing the major products &amp; industries important to VA's economy</p>	<p>features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, &amp; Rappahannock River, and Lake Drummond and the Dismal Swamp);</p> <p><b>2d)</b> locating 3 American Indian language groups (the Algonquian, the Siouan, Iroquoian) on a map of VA</p>	<p>their environment to secure food, clothing, &amp; shelter;</p> <p><b>2f)</b> describing how archaeologists have recovered new material evidence of sites including Werowocomoco and Jamestown; and</p> <p><b>2g)</b> describing the lives of American Indians in Virginia today.</p>		<p><b>understanding of the first permanent English settlement in America by</b></p> <p><b>3a)</b> explaining the reasons for English colonization.</p> <p><b>3b)</b> describing the economic and geographic influences on the decision to settle at Jamestown;</p>	<p>charters of the Virginia Company of London in establishing the Jamestown settlement;</p> <p><b>3d)</b> identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;</p>	<p>impact of the arrival of Africans and English women to the Jamestown settlement;</p> <p><b>3f)</b> describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and</p>	<p>the English settlers &amp; the native peoples, including the role of the Powhatan the survival of the settlers.</p>
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<b>Interactive Reading &amp; Note-taking Framework (IRNF):</b> pp. 2-3, 38 <b>Our Virginia Text:</b> pp. 10-15, 18-31, 154-155 <b>Enhanced Scope &amp; Sequence (ESS):</b> pp. 1-13, 18-28, 144-145		<b>IRNF:</b> pp. 4-8 <b>Text:</b> pp. 16-17, 20-23, 36-46 <b>ESS:</b> pp. 14-17, 29-51			<b>IRNF:</b> pp. 9-10 <b>Text:</b> pp. 50-53 <b>ESS:</b> pp. 52-60		<b>IRNF:</b> pp. 11-14 <b>Text:</b> pp. 51, 56-61 <b>ESS:</b> pp. 52-63	<b>INRF:</b> pp. 15 <b>Text:</b> pp. 54-55 <b>ESS:</b> pp. 52-63
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## Second Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Finish with Jamestown as needed/ launch Jamestown Project	<b>VS.4</b> The student will demonstrate an understanding of life in the Virginia colony by  <b>4a)</b> explaining the importance of agriculture & its influence on the institution of slavery;	<b>4b)</b> describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots- Irish, German) immigrants, and Africans,	<b>4c)</b> explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg  <b>4d)</b> describing how money, barter, and credit were used; and	<b>4e)</b> describing everyday life in colonial Virginia.  VS.1g	Flex week if needed	<b>VS.5</b> The student will demonstrate an understanding of the role of Virginia in the American Revolution by <b>5a)</b> identifying the reasons why the colonies went to war with Great Britain, as expressed in the	<b>5b)</b> identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including	<b>5c)</b> identifying the importance of the American victory at Yorktown; and  <b>5d)</b> examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond

		and American Indians; ;	**VS. 1h □			Declaration of Independence	George Washington, Thomas Jefferson, Patrick Henry, & James Lafayette;	
	IRNF: pp. 16-20 Text: pp. 66-74 ESS: pp. 52-58, 64-69, 76-78, 84-85					IRNF: pp. 21-23 Text: pp. 78-90 ESS: pp. 86-101		

### Third Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>VS6</b> The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by  <b>6a)</b> explaining why George Washington is	<b>6c)</b> explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.	<b>Finish VS6</b>	<b>VS7</b> The student will demonstrate an understanding of issues that divided our nation and led to the Civil War by <b>7a)</b> explaining the major events and the differences between northern and southern	7b) describing Virginia's role in the war, including identifying major battles that took place in Virginia; and  7c) describing the roles of American Indians, whites, enslaved African	<b>Finish VS7</b>	<b>VS8</b> The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by  <b>8a)</b> identifying the effects of Reconstruction on life in Virginia;	<b>8b)</b> identifying the effects of segregation and "Jim Crow" on life in Virginia for American Indians, whites, and African Americans; and	<b>8c)</b> describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

called the “Father of our Country” and James Madison is called the “Father of the Constitution”;  6b) identifying the ideas of George Mason and as expressed in the Virginia Declaration of Rights, and Thomas Jefferson as expressed in the Virginia Statute for Religious Freedom; and			states that divided Virginians and led to secession, war, and the creation of West Virginia;	Americans, and free African Americans.				
<b>IRNF:</b> pp. 24-26 <b>Text:</b> pp. 94-106 <b>ESS:</b> pp. 102-113			<b>IRNF:</b> pp. 27-29 <b>Text:</b> pp. 110-126 <b>ESS:</b> pp. 114-123, 128-130			<b>IRNF:</b> pp. 30-32 <b>Text:</b> pp. 130-138 <b>ESS:</b> pp. 114-118, 124-127, 131		

#### Fourth Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>VS9</b> The student will demonstrate an understanding of Virginia	<b>9b)</b> describing how national events effected Virginia and its citizens including women’s	<b>9d)</b> describing the political, social, or economic impact made by Maggie L. Walker, Harry F. Byrd, Sr.;	<b>VS10</b> The student will demonstrate an understanding of Virginia government,	<b>10b)</b> describing the major products and industries important	<b>10c)</b> explaining how advances in transportation, communications, and technology have contributed	SOL		

<p>during the twentieth century and beyond by <b>9a)</b> describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;</p>	<p>suffrage and the Great Depression <b>9c)</b> describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and</p>	<p>Oliver W. Hill, Sr., Arthur R. Ashe, Jr. A. Linwood Holton, Jr. and L. Douglas Wilder.</p>	<p>geography, and economics by <b>10a)</b> identifying the three branches of Virginia government and the function of each;</p>	<p>to Virginia's economy; and of</p>	<p>to Virginia's prosperity and role in the global economy.</p>			
<p><b>IRNF:</b> pp. 33-36 <b>Text:</b> pp. 142-153 <b>ESS:</b> pp. 133-142, 148-156</p>			<p><b>IRNF:</b> pp. 37-39 <b>Text:</b> pp. 154-158 <b>ESS:</b> pp. 133-137, 143-147, 157-158</p>					