

# **Lafayette Parish School System**

## **Social Studies**

### **Instructional Framework**

(Revised 2014)

#### **4th Grade – United States History**

Focus is on the regions of the United States.

**LAFAYETTE PARISH SCHOOL SYSTEM**  
**2014-15 INSTRUCTIONAL FRAMEWORK**  
**FOR THE SOCIAL STUDIES**

The 2014-15 Lafayette Parish School System **instructional framework** addresses Louisiana Standards for Social Studies and Common Core Standards. It is organized into logical **blocks** of study to guide teaching and enhance learning. To achieve instructional outcomes, teachers are encouraged to consider an “**end in mind, backward design**” approach as they utilize this framework; the “**end**” being higher student achievement through **rigorous** planning and instruction.

According to the National Council for the Social Studies, **Social Studies** is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (NCSS, 1992)

**The 2014-15 Social Studies Instructional Framework for the Lafayette Parish School System** provides a guide for Social Studies teachers. The success of this framework depends on the exercise of high standards in instruction that will result in the achievement of instructional outcomes and an increase in student performance on various assessments throughout the school year.

The 2014-15 Lafayette Parish School System **instructional framework** is an **extremely teacher friendly** document that is stream-lined and has been updated to ensure that teachers are aware of changes in requirements in the various Social Studies disciplines.

New features included in the 2014-15 Curriculum Maps are outlined below.

## **BLOCKS**

Lafayette Parish School System uses the Louisiana Standards for Social Studies and Common Core Standards as the basis for this framework. *Blocks* have been created to reduce the number of assessments necessary throughout the school year.

## **FOCUS**

“UNITS” from the Louisiana Comprehensive Curriculum are now called *FOCUS*.

## **SUGGESTED TIME**

The suggested time noted for each block of study is **estimated**. Some teachers may need more or less time and **flexibility** is at the discretion of each individual teacher.

## **INSTRUCTIONAL OUTCOMES/STUDENT LEARNING TARGETS(SLT)**

“Guiding questions” are now called *instructional outcomes/student learning targets(SLT)*

- *Instructional Outcomes/Student Learning Targets(SLT)* refers to the behavioral expectations that are established during planning. They state what the learner will be able to accomplish during the course of instruction.
- **TLW** stands for "The Learner Will." The *standards* are stated in terms of what students will be able to do or learn at the end of study.

## **ESSENTIAL STANDARDS AND EXPECTATIONS**

As of 2011, the number of grade level expectations has been reduced in most disciplines and are now called **expectations**. The new **expectations** are stated in general terms and many of them can be used for multiple topics. A copy of the **standards** and **expectations** for the appropriate grade level is attached to this guide.

**COMMON CORE LITERACY STRATEGIES TO ENGAGE STUDENTS** refers to the use of literacy strategies that encourage student driven instruction. **Lesson plans must include the strategies listed on the Curriculum Map at some point during block study.** These strategies address reading and/or writing skills that are outlined in the Common Core standards. The selected strategies assure that students will be fully engaged individually or collaboratively. Again, these activities can be used at teacher discretion.

### **RESOURCES**

Each **block** includes a sampling of resources for teachers to refer to for information, activities, videos, worksheets, powerpoint presentations and other media to enhance instruction. There are unlimited resources and teachers are encouraged to utilize as many innovative resources as possible. As always, **review** of these sources should precede use in the classroom.

### **COMPASS RUBRIC**

The language of the 2014-15 framework and curriculum maps addresses several components of the **Compass Rubric.**

***Instructional outcomes:*** see the *Compass Rubric* for further clarification *Planning and Instruction: Domain 1c*

***Engage learners:*** see the *Compass Rubric* for further clarification *Domain 3c*

### **ACKNOWLEDGMENTS**

Susan Simmons-Didier  
4th Grade  
Westside Elementary School  
scdidier@lpssonline.com

Toni Ventroy  
Kindergarten  
Alice Boucher Elementary School  
tcventroy@lpssonline.com

Toni Ventroy  
Kindergarten  
Alice Boucher Elementary School  
tcventroy@lpssonline.com

**UNITED STATES  
4th GRADE  
CURRICULUM MAP 2014-2015**

**BLOCK 1 : Map Skills - Examining the United States Place in the World, Geographic and Cultural Characteristics of Regions and Historical Perspective**

**FOCUS:**

- Map Skills
- Map skills to construct and interpret geographical representations
- Living in the United States

**TEXTBOOK ALIGNMENT:**  
LA2-LA32, R2-R17, Unit 1

**SUGGESTED TIME FOR BLOCK:** 10 weeks  
Map Skills-3 Weeks  
Map skills to construct and interpret geographical representations-3 weeks  
Living in the United States-4 weeks

**!!!PRETEST TO BE GIVEN WITHIN FIRST 2 WEEKS OF SCHOOL!!!**  
**Block 1 test to be administered at end of study.**

**INSTRUCTIONAL OUTCOMES/ STUDENT LEARNING TARGETS (SLT)**  
**The learner will (TLW):**

- 1 identify/ interpret/ various types of maps attributes in locating United States regions including latitude and longitude.
- 2 explain/identify/causes the Earth's surface to change and the effects of natural events of physical and human characteristics in regions/on the environment.
- 3 identify the differences among countries, states, parishes, and cities.
- 4 compare the beliefs, customs, and traditions of various cultures and how they may have changed over time.
- 5 identify and discuss early explorers and explorations in North America.
- 6 recognize the cause and effects of voluntary and involuntary migrations to and within the United States.
- 7 locate the best place for human settlement based on a map and given information.
- 8 construct and interpret a timeline, as well as compare and contrast primary and secondary sources.

| <b>CONTENT<br/>Concepts, Figures, and Events</b>   | <b>EXPECTATIONS<br/>(formerly called GLEs)</b>   | <b>COMMON CORE LITERACY STRATEGIES TO ENGAGE STUDENTS</b>  |
|--|--|--|
| Map Elements<br>Globe Skills (include latitude/longitude)<br>Major US Landforms<br>Introduction to the 50 States<br>Regions of the United States<br>Climate<br>Regional Resources<br>Americans All<br>We the People<br>The Strengths of Our Freedoms<br>Earning and Learning<br>The Land of Plenty<br>Transportation and Communication | Soc.4.4.4.4<br>Soc.4.4.4.2<br>Soc.4.4.4.3<br>Soc.4.4.4.1<br>Soc.4.4.5.3<br>Soc.4.4.6.1<br>Soc.4.4.4.5<br>Soc.4.4.1.1<br>Soc.4.4.1.2<br>Soc.4.4.2.4<br>Soc.4.4.5.1<br>Soc.4.4.5.3<br>Soc.4.4.1.4.a<br>Soc.4.4.1.4.c<br>Soc.4.4.2.5<br>Soc.4.4.2.4<br>Soc.4.4.2.3<br>Soc.4.4.1.6<br>Soc.4.4.1.7<br>Soc.4.4.1.5 | <p><b>These strategies MUST be included in lesson planning during Block -- study.</b></p> <p>These strategies can be found in:</p> <ul style="list-style-type: none"> <li>• "Reading Strategies for Social Studies"</li> <li>• "Writing Strategies for Social Studies"</li> </ul> <p>Templates posted on <a href="#">googledocs</a> for Social Studies.</p> <p><b>Reading Strategy:</b> "Frayer Model"- developing vocabulary</p> <p><b>Writing Strategy:</b> "Guided Reading and Summarizing Procedure-Summarizing"</p>   |
|  |  | <b>RESOURCES</b>   |
|  |  | <ol style="list-style-type: none"> <li>1) <a href="http://www.cicerohistory.com">www.cicerohistory.com</a></li> <li>2) <a href="http://www.streaming.discoveryeducation.com">www.streaming.discoveryeducation.com</a></li> <li>3) <a href="https://sites.google.com/a/lpssonline.com/lpsssocialstudies">https://sites.google.com/a/lpssonline.com/lpsssocialstudies</a></li> <li>4) <a href="http://www.loc.gov">www.loc.gov</a> (Library of Congress)</li> <li>5) <a href="http://www.nara.gov">www.nara.gov</a> (National Archives)</li> </ol> <p>Teacher Tube: Animaniacs-50 States and Capitals<br/>Student Atlas<br/>Black Line Masters<br/>Assessment Book</p> |

**UNITED STATES  
4th GRADE  
CURRICULUM MAP 2014-2015**

**BLOCK 2 : The Movement of Ideas: Scientific Contributions/Culture History/ Goods and Resources-Economics**

**FOCUS:**

- Scientific Contributions/Culture History
- Goods and Resources-Economics

**SUGGESTED TIME FOR BLOCK: 8 weeks**

Scientific Contributions/Culture History-4 weeks  
Goods and Resources-Economics-4 weeks

**TEXTBOOK ALIGNMENT:** Unit 2 and Unit 3

**Block 2 test to be administered at end of study.**

**INSTRUCTIONAL OUTCOMES/ STUDENT LEARNING TARGETS (SLT)**

**The learner will (TLW):**

- 1 describe the influence of cultural elements on America's national heritage.
- 2 identify cultural elements, beliefs, and significant historical achievements of various cultures around the world.
- 3 identify historical figures and achievements from around the world and describe the impact of their contributions on society.
- 4 demonstrate a basic understanding of the economy, the role of markets, and ways of transporting goods.
- 5 identify the significance of natural resources to people and the economy.
- 6 differentiate economic activities from the local region, state, and national levels.
- 7 identify natural, human, and capital resources.
- 8 identify and use key vocabulary to define basic economic concepts.
- 9 demonstrate a basic understanding of the cyclical economic relationship among individuals, households, businesses, and governments.

| <b>CONTENT<br/>Concepts, Figures, and Events</b>   | <b>EXPECTATIONS<br/>(formerly called GLEs)</b>   | <b>COMMON CORE LITERACY STRATEGIES TO<br/>ENGAGE STUDENTS</b>   |
|--|--|---|
| Northeast Region-State locations, Landforms, Bodies of Water , culture, Climate, Resources<br><br>Southeast Region-State locations, Landforms, Bodies of Water , culture, Climate, Resources<br><br>Explorers<br>Early Settlers<br>Westward Expansion (Growth of America)<br>Primary and Secondary Sources | Soc.4.4.4.4<br>Soc.4.4.4.2<br>Soc.4.4.4.3<br>Soc.4.4.4.1<br>Soc.4.4.5.3<br>Soc.4.4.6.1<br>Soc.4.4.4.5<br>Soc.4.4.1.1<br>Soc.4.4.1.2<br>Soc.4.4.2.4<br>Soc.4.4.5.1<br>Soc.4.4.5.3<br>Soc.4.4.1.4.a<br>Soc.4.4.1.4.c<br>Soc.4.4.2.5<br>Soc.4.4.2.4<br>Soc.4.4.2.3<br>Soc.4.4.1.6<br>Soc.4.4.1.7<br>Soc.4.4.1.5 | <p><b>These strategies MUST be included in lesson planning during Block -- study.</b></p> <p>These strategies can be found in:</p> <ul style="list-style-type: none"> <li>• "Reading Strategies for Social Studies"</li> <li>• "Writing Strategies for Social Studies"</li> </ul> <p>Templates posted on <a href="#">googledocs</a> for Social Studies.</p> <p><b>Reading Strategy:</b></p> <p><b>Writing Strategy:</b></p> |
|  |  | <b>RESOURCES</b>  |
|  |  | <p><a href="http://www.cicerohistory.com">www.cicerohistory.com</a><br/> <a href="http://www.streaming.discoveryeducation.com">www.streaming.discoveryeducation.com</a><br/> <a href="https://sites.google.com/a/lpssonline.com/lpsssocialstudies">https://sites.google.com/a/lpssonline.com/lpsssocialstudies</a></p>  |

**REGIONS OF THE UNITED STATES  
4th GRADE  
CURRICULUM MAP 2014-2015**

**BLOCK 3 : Our Government –Civics and Growth of a Nation-History**

|  |  |
|--|--|
| <p><b>FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Structure of government and foundations of the U.S. democratic system using primary / secondary sources.</li> <li>• Rights, responsibilities, and duties of a U.S. citizen</li> <li>• Key people/ events to examine the expansion, boundaries and development of democracy in the U. S.</li> </ul> <p><b>TEXTBOOK ALIGNMENT: Unit 4 and Unit 5</b></p> | <p><b>SUGGESTED TIME FOR BLOCK: 10 weeks</b></p> <p>Structure of government-2 weeks<br/>Rights, responsibilities, and duties of a U.S. citizen-2 weeks<br/>Key people/ events-4 weeks</p> <p><b>*Administer Post-test after LEAP, before starting Block 4</b><br/><b>ALLTOPICS IN THIS BLOCK MUST BE COVERED BEFORE TESTING ON APRIL 14, 2015.</b></p> |
|--|--|

**INSTRUCTIONAL OUTCOMES/ STUDENT LEARNING TARGETS (SLT)**  
**The learner will (TLW):**

- identify the various roles the government plays in the community and the rights of the citizens.
- define the roles of both elected and appointed officials and how they serve the community on the local, state, and national levels.
- explain the need for government and identify the three major branches of government.
- explain how government uses taxes to pay for goods and services.
- explain the importance of events, ideas, and leaders significant to the nation's development and American democratic principles.
- identify leaders and their influence in the early development of America.

| <b>CONTENT<br/>Concepts, Figures, and Events</b>  | <b>EXPECTATIONS<br/>(formerly called GLEs)</b>   | <b>COMMON CORE LITERACY STRATEGIES TO<br/>ENGAGE STUDENTS</b>   |
|---|--|---|
| <p>Midwest/West Regions-State locations, Landforms, Bodies of Water, culture, Climate, Resources</p> <p>Identify the various roles the government plays in the community and the rights of the citizens. Explain how government uses taxes to pay for goods and services.</p> <p>Define the roles of both elected and appointed officials and how they serve the community on the local, state, and national levels; Explain the need for government and identify the three major branches of government.<br/>American Revolution</p> <p>Explain the importance of events, ideas, and leaders significant to the nation's development and American democratic principles. (Declaration of Independence, Constitution, Bill of Rights). ( Abraham Lincoln, Martin Luther King, Rosa Parks, etc)</p> <p>Civil Rights Civil War,</p> | <p>Soc.4.4.7.3<br/>Soc.4.4.7.2<br/>Soc.4.4.7.4<br/>Soc.4.4.8.1<br/>Soc.4.4.8.2<br/>Soc.4.4.8.3<br/>Soc.4.4.8.4<br/>Soc.4.4.7.1<br/>Soc.4.4.9.5<br/>Soc.4.4.2.1<br/>Soc.4.4.1.7</p> | <p><b>These strategies MUST be included in lesson planning during Block -- study.</b></p> <p>These strategies can be found in:</p> <ul style="list-style-type: none"> <li>• “Reading Strategies for Social Studies”</li> <li>• “Writing Strategies for Social Studies”</li> </ul> <p>Templates posted on <a href="#">googledocs</a> for Social Studies.</p> <p><b>Reading Strategy:</b> Summarizing- “Guided Reading and Summarizing Procedure”</p> <p><b>Writing Strategy:</b> Prewriting and Revising-“ Free Association Brainstorming”</p> |
| <b>RESOURCES</b>  |  |   |
| <p><a href="http://www.cicerohistory.com">www.cicerohistory.com</a><br/><a href="http://www.streaming.discoveryeducation.com">www.streaming.discoveryeducation.com</a><br/><a href="https://sites.google.com/a/lpssonline.com/lpsssocialstudies">https://sites.google.com/a/lpssonline.com/lpsssocialstudies</a></p>  |  |   |

**REGIONS OF THE UNITED STATES  
4th GRADE  
CURRICULUM MAP 2014-2015**

**BLOCK 4 : Making Economic Choices and Consumers and Producers**

|  |  |
|--|--|
| <b>FOCUS:</b> <ul style="list-style-type: none"> <li>• <b>Historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.</b></li> </ul> | <b>SUGGESTED TIME FOR BLOCK: 9 Weeks</b> <ul style="list-style-type: none"> <li>• <b>Historical significance- 9 weeks</b></li> </ul> |
| <b>TEXTBOOK ALIGNMENT:</b>   |  |
| <b>*Block 3 and 4 test to be administered 2 weeks prior to the end of school.</b>  |  |

**INSTRUCTIONAL OUTCOMES/ STUDENT LEARNING TARGETS (SLT)**  
**The learner will (TLW):**  
 Explain the important ideas presented in American historical documents and how they are evidenced in daily lives.  
 List the similarities and differences between the Louisiana Constitution and the U.S. Constitution.  
 Discuss civic responsibilities and traits of good citizenship as it relates to solving a national issue and the preservation and improvement of democracy.  
 Explain the concept of nation, the role of the United Nations, and ways nations interact.  
 Identify the roles of banks, governments, and businesses in their daily lives.  
 Demonstrate how choices and decisions in using cash, checks or credit cards affect their lives.  
 Identify the trade-offs a person makes in making economic decisions.  
 Explain how the rise and fall of prices affects budgets.  
 Create a proposal based on the four questions all producers must answer on a product of interest.  
 Explain the various roles careers have on society and the advantages of training and increasing one's skills and knowledge.  
 Identify what happens to a business when it takes a risk for profit and how goods are affected by supply and demand

| <b>CONTENT<br/>Concepts, Figures, and Events</b>  | <b>EXPECTATIONS<br/>(formerly called GLEs)</b>  | <b>COMMON CORE LITERACY STRATEGIES TO<br/>ENGAGE STUDENTS</b>  |
|---|---|--|
| Civil Rights (Civil War, Abraham Lincoln, Martin Luther King, Rosa Parks, etc)<br>United Nations, American Symbols<br>LEAP Review/LEAP Testing<br>Making Economic Choice<br>Producers and Consumers<br>Principals of supply and demand  | Soc.4.4.2.1<br>Soc.4.4.14c<br>Soc.4.4.2.4<br>Soc.4.4.8.2<br>Soc.4.4.8.3<br>Soc.4.4.7.2<br>Soc.4.4.2.2<br>Soc.4.4.9.1<br>Soc.4.4.9.6<br>Soc.4.4.9.8<br>Soc.4.4.9.9<br>Soc.4.4.9.2<br>Soc.4.4.9.10<br>Soc.4.4.9.7<br>Soc.4.4.9.3<br>Soc.4.4.9.4 | <p><b>These strategies MUST be included in lesson planning during Block -- study.</b><br/>           These strategies can be found in:</p> <ul style="list-style-type: none"> <li>• "Reading Strategies for Social Studies"</li> <li>• "Writing Strategies for Social Studies"</li> </ul> Templates posted on <a href="#">googledocs</a> for Social Studies. |
| <b>RESOURCES</b>  |   |  |
| <a href="http://www.cicerohistory.com">www.cicerohistory.com</a><br><a href="http://www.streaming.discoveryeducation.com">www.streaming.discoveryeducation.com</a><br><a href="https://sites.google.com/a/lpssonline.com/lpsssocialstudies">https://sites.google.com/a/lpssonline.com/lpsssocialstudies</a> |   |  |



# 2014-15 LOUISIANA STRANDS, STANDARDS, AND EXPECTATIONS

## GRADE 4

### UNITED STATES

#### **SOC.4.4.1 - [Standard] - Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States.**

SOC.4.4.1.1 - [Expectation] - Construct timelines of historical events

SOC.4.4.1.2 - [Expectation] - Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States

SOC.4.4.1.3 - [Expectation] - Use appropriate vocabulary of time

SOC.4.4.1.4 - [Expectation] - Produce clear and coherent writing to:

SOC.4.4.1.4.a - compare and contrast past and present viewpoints on a given historical topic

SOC.4.4.1.4.b - conduct simple research

SOC.4.4.1.4.c - summarize actions/events and explain significance

SOC.4.4.1.4.d - differentiate between the 5 regions of the United States

SOC.4.4.1.5 - [Expectation] - Explain the historical significance of U.S. political symbols

SOC.4.4.1.6 - [Expectation] - Define and distinguish between primary and secondary sources

SOC.4.4.1.7 - [Expectation] - Summarize primary resources and explain their historical importance

#### **SOC.4.4.2 - [Standard] - Students explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.**

SOC.4.4.2.1 - [Expectation] - Explain how early explorations affected the expansion of boundaries and development in the United States

SOC.4.4.2.2 - [Expectation] - Cite evidence to support the key contributions and influence of people in the history of the United States

SOC.4.4.2.3 - [Expectation] - Explain the voluntary migration of people and its significance in the development of the boundaries of the United States

SOC.4.4.2.4 - [Expectation] - Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States

SOC.4.4.2.5 - [Expectation] - Use the concepts "melting pot," "salad bowl," and "cultural mosaic" to explain the impact of immigration on population growth and diversity in the United States

#### **SOC.4.4.3 - [Standard] - Students examine the impact of scientific and technological advances on the development of the United States.**

SOC.4.4.3.1 - [Expectation] - Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States

### **SOC.4. - [Strand] - Geography**

#### **SOC.4.4.4 - [Standard] - Students use map skills to construct and interpret geographical representations of the world.**

SOC.4.4.4.1 - [Expectation] - Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe

SOC.4.4.4.2 - [Expectation] - Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region

SOC.4.4.4.3 - [Expectation] - Identify the states of each of the five regions of the United States

SOC.4.4.4.4 - [Expectation] - Measure approximate distance on a map using scale to the nearest hundredth mile

SOC.4.4.4.5 - [Expectation] - Determine the approximate longitude and latitude coordinates of various locations in the United States

SOC.4.4.4.6 - [Expectation] - Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale

SOC.4.4.4.7 - [Expectation] - Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale)

---

**SOC.4.4.5 - [Standard] - Students compare and contrast the physical and human characteristics of each United States region in order to understand their similarities and differences.**

SOC.4.4.5.1 - [Expectation] - Compare and contrast the distinguishing physical characteristics of the five regions of the United States

SOC.4.4.5.2 - [Expectation] - Analyze how physical characteristics of a region shape its economic development

SOC.4.4.5.3 - [Expectation] - Identify and explain how the physical characteristics of a region influenced human settlement

**SOC.4.4.6 - [Standard] - Students describe how natural and man-made processes change the geography of regions in the United States.**

SOC.4.4.6.1 - [Expectation] - Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States

SOC.4.4.6.2 - [Expectation] - Describe the human impact on the land and bodies of water of the five regions of the United States

#### **SOC.4. - [Strand] - Civics**

**SOC.4.4.7 - [Standard] - Students explain the structure and purposes of government and the foundations of the United States' democratic system using primary and secondary sources.**

SOC.4.4.7.1 - [Expectation] - Identify and summarize significant changes that have been made to the United States Constitution through the amendment process

SOC.4.4.7.2 - [Expectation] - Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights

SOC.4.4.7.3 - [Expectation] - Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution

SOC.4.4.7.4 - [Expectation] - Differentiate between the structure and function of the three branches of federal government

**SOC.4.4.8 - [Standard] - Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government.**

SOC.4.4.8.1 - [Expectation] - Identify the key requirements to become a United States citizen

SOC.4.4.8.2 - [Expectation] - Differentiate between citizens' rights, responsibilities, and duties

SOC.4.4.8.3 - [Expectation] - Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy

SOC.4.4.8.4 - [Expectation] - Explain how good citizenship can solve a current issue

#### **SOC.4. - [Strand] - Economics**

**SOC.4.4.9 - [Standard] - Students demonstrate knowledge of economic concepts.**

SOC.4.4.9.1 - [Expectation] - Develop a logical argument to support the choice of a particular want after all needs are met

SOC.4.4.9.2 - [Expectation] - Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services

SOC.4.4.9.3 - [Expectation] - Define the terms profit and risk and explain how they relate to each other

SOC.4.4.9.4 - [Expectation] - Investigate the relationship between supply, demand, and price

SOC.4.4.9.5 - [Expectation] - Describe how government pays for goods and services through taxes and fees

SOC.4.4.9.6 - [Expectation] - Summarize the roles of households, businesses, jobs, banks, and governments in the economy

SOC.4.4.9.7 - [Expectation] - Explain why individuals and businesses engage in barter and trade

SOC.4.4.9.8 - [Expectation] - Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange

SOC.4.4.9.9 - [Expectation] - Define budget, income, and expense and explain the benefits of making and following a budget

SOC.4.4.9.10 - [Expectation] - Analyze the benefits of increasing skills and knowledge in order to meet needs and wants

---

**2014-15 LOUISIANA COMMON CORE STANDARDS**

**4<sup>TH</sup> GRADE**

**UNITED STATES HISTORY**

**LA.4.CCSS.ELA-Literacy.R.4 - [Strand] - Reading**

LA.4.CCSS.ELA-Literacy.RL.4 - Literature

**LA.4. - Key Ideas and Details**

LA.4.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.4.CCSS.ELA-Literacy.RL.4.1 - [Grade Level Standard] - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LA.4.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.4.CCSS.ELA-Literacy.RL.4.2 - [Grade Level Standard] - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LA.4.CCSS.ELA-Literacy.CCRA.R.3 - [Anchor Standard] - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.4.CCSS.ELA-Literacy.RL.4.3 - [Grade Level Standard] - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**LA.4. - Craft and Structure**

LA.4.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.4.CCSS.ELA-Literacy.RL.4.4 - [Grade Level Standard] - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

LA.4.CCSS.ELA-Literacy.CCRA.R.5 - [Anchor Standard] - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.4.CCSS.ELA-Literacy.RL.4.5 - [Grade Level Standard] - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LA.4.CCSS.ELA-Literacy.CCRA.R.6 - [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.

LA.4.CCSS.ELA-Literacy.RL.4.6 - [Grade Level Standard] - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### **LA.4. - Integration of Knowledge and Ideas**

LA.4.CCSS.ELA-Literacy.CCRA.R.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.4.CCSS.ELA-Literacy.RL.4.7 - [Grade Level Standard] - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LA.4.CCSS.ELA-Literacy.CCRA.R.8 - [Anchor Standard] - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LA.4.CCSS.ELA-Literacy.RL.4.8 - [Grade Level Standard] - (Not applicable to literature)

LA.4.CCSS.ELA-Literacy.CCRA.R.9 - [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.4.CCSS.ELA-Literacy.RL.4.9 - [Grade Level Standard] - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### **LA.4. - Range of Reading and Level of Text Complexity**

LA.4.CCSS.ELA-Literacy.CCRA.R.10 - [Anchor Standard] - Read and comprehend complex literary and informational texts independently and proficiently.

LA.4.CCSS.ELA-Literacy.RL.4.10 - [Grade Level Standard] - 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.

LA.4. CCSS.ELA-Literacy.RI.4 - Informational Text

#### **LA.4. - Key Ideas and Details**

LA.4.CCSS.ELA-Literacy.CCRA.R.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.4.CCSS.ELA-Literacy.RI.4.1 - [Grade Level Standard] - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LA.4.CCSS.ELA-Literacy.CCRA.R.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.4.CCSS.ELA-Literacy.RI.4.2 - [Grade Level Standard] - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LA.4.CCSS.ELA-Literacy.CCRA.R.3 - [Anchor Standard] - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.4.CCSS.ELA-Literacy.RI.4.3 - [Grade Level Standard] - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### **LA.4. - Craft and Structure**

LA.4.CCSS.ELA-Literacy.CCRA.R.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.4.CCSS.ELA-Literacy.RI.4.4 - [Grade Level Standard] - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

LA.4.CCSS.ELA-Literacy.CCRA.R.5 - [Anchor Standard] - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.4.CCSS.ELA-Literacy.RI.4.5 - [Grade Level Standard] - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LA.4.CCSS.ELA-Literacy.CCRA.R.6 - [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.

LA.4.CCSS.ELA-Literacy.RI.4.6 - [Grade Level Standard] - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### **LA.4. - Integration of Knowledge and Ideas**

LA.4.CCSS.ELA-Literacy.CCRA.R.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.4.CCSS.ELA-Literacy.RI.4.7 - [Grade Level Standard] - 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.

LA.4.CCSS.ELA-Literacy.CCRA.R.8 - [Anchor Standard] - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LA.4.CCSS.ELA-Literacy.RI.4.8 - [Grade Level Standard] - Explain how an author uses reasons and evidence to support particular points in a text.

LA.4.CCSS.ELA-Literacy.CCRA.R.9 - [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.4.CCSS.ELA-Literacy.RI.4.9 - [Grade Level Standard] - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### **LA.4. - Range of Reading and Level of Text Complexity**

LA.4.CCSS.ELA-Literacy.CCRA.R.10 - [Anchor Standard] - Read and comprehend complex literary and informational texts independently and proficiently.

LA.4.CCSS.ELA-Literacy.RI.4.10 - [Grade Level Standard] - 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.

## **LA.4.CCSS.ELA-Literacy.W.4 - [Strand] - Writing**

### **LA.4. - Text Types and Purposes**

LA.4.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.4.CCSS.ELA-Literacy.W.4.1 - [Grade Level Standard] - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

0x LA.4.CCSS.ELA-Literacy.W.4.1a - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

0x LA.4.CCSS.ELA-Literacy.W.4.1b - Provide reasons that are supported by facts and details.

0x LA.4.CCSS.ELA-Literacy.W.4.1c - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

0x LA.4.CCSS.ELA-Literacy.W.4.1d - Provide a concluding statement or section related to the opinion presented.

LA.4.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.4.CCSS.ELA-Literacy.W.4.2 - [Grade Level Standard] - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

0x LA.4.CCSS.ELA-Literacy.W.4.2a - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

0x LA.4.CCSS.ELA-Literacy.W.4.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

0x LA.4.CCSS.ELA-Literacy.W.4.2c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

0x LA.4.CCSS.ELA-Literacy.W.4.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

0x LA.4.CCSS.ELA-Literacy.W.4.2e - Provide a concluding statement or section related to the information or explanation presented.

LA.4.CCSS.ELA-Literacy.CCRA.W.3 - [Anchor Standard] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.4.CCSS.ELA-Literacy.W.4.3 - [Grade Level Standard] - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

0x LA.4.CCSS.ELA-Literacy.W.4.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

0x LA.4.CCSS.ELA-Literacy.W.4.3b - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

0x LA.4.CCSS.ELA-Literacy.W.4.3c - Use a variety of transitional words and phrases to manage the sequence of events.

0x LA.4.CCSS.ELA-Literacy.W.4.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.

0x LA.4.CCSS.ELA-Literacy.W.4.3e - Provide a conclusion that follows from the narrated experiences or events.

### **LA.4. - Production and Distribution of Writing**

LA.4.CCSS.ELA-Literacy.CCRA.W.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

0x LA.4.CCSS.ELA-Literacy.W.4.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LA.4.CCSS.ELA-Literacy.CCRA.W.5 - [Anchor Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

0x LA.4.CCSS.ELA-Literacy.W.4.5 - [Grade Level Standard] - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LA.4.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

0x LA.4.CCSS.ELA-Literacy.W.4.6 - [Grade Level Standard] - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

#### **LA.4. - Research to Build and Present Knowledge**

LA.4.CCSS.ELA-Literacy.CCRA.W.7 - [Anchor Standard] - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

0x LA.4.CCSS.ELA-Literacy.W.4.7 - [Grade Level Standard] - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LA.4.CCSS.ELA-Literacy.CCRA.W.8 - [Anchor Standard] - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

0x LA.4.CCSS.ELA-Literacy.W.4.8 - [Grade Level Standard] - 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.

LA.4.CCSS.ELA-Literacy.CCRA.W.9 - [Anchor Standard] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.4.CCSS.ELA-Literacy.W.4.9 - [Grade Level Standard] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

0x LA.4.CCSS.ELA-Literacy.W.4.9a - Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

0x LA.4.CCSS.ELA-Literacy.W.4.9b - Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

#### **LA.4. - Range of Writing**

LA.4.CCSS.ELA-Literacy.CCRA.W.10 - [Anchor Standard] - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

0x LA.4.CCSS.ELA-Literacy.W.4.10 - [Grade Level Standard] - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.