

Curriculum Map
 Fourth Grade Reading
 Westside Atlanta Charter School
 2019-2020 School Year

Date	Standard	Additional Information
8/12 - 8/16	RF.4.4: Read with sufficient accuracy and fluency to support comprehension. SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	Unit One: Growing Yourself as a Reader
8/19 - 8/23	RF.4.4: Read with sufficient accuracy and fluency to support comprehension. RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	Unit One: Growing Yourself as a Reader
8/26 - 8/30	RF.4.4: Read with sufficient accuracy and fluency to support comprehension. RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	Unit One: Growing Yourself as a Reader
9/2 - 9/6	RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RF.4.3: Read with sufficient accuracy and fluency to support comprehension. L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SL.4.4: Report on a topic or text, tell a story, or recount an experience in an	Unit One: Growing Yourself as a Reader

	organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	
9/9 - 9/13	RL.4.3: 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).	Unit One: Growing Yourself as a Reader
9/16 - 9/20	RF.4.4: Read with sufficient accuracy and fluency to support comprehension. RL.4.3: 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). SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	Unit One: Growing Yourself as a Reader
9/23 - 9/27	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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. RF.4.3: 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). RF.4.4: Read with sufficient accuracy and fluency to support comprehension. SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	Unit Two: Interpreting Characters
9/30 - 10/4	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building	Unit Two: Interpreting Characters

	<p>on others' ideas and expressing their own clearly</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	
10/7 - 10/11	<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	Unit Two: Interpreting Characters
10/14 - 10/18	<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.3: 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).</p> <p>RL.4.4: 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).</p> <p>RL.4.5: 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</p> <p>SL.4.3: : Identify the reasons and evidence a speaker provides to support particular points.</p> <p>W.4.9: : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Unit Two: Interpreting Characters
10/21 - 10/25	<p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text;</p>	Unit Two: Interpreting

	<p>summarize the text.</p> <p>RL.4.9: 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</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</p> <p>L.4.3: ELAGSE4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.4.9: : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Characters
10/28 - 11/1	<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3: 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).</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</p> <p>W.4.9: : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Unit Two: Interpreting Characters
11/4 - 11/8	<p>RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	Unit Three: Reading the Weather, Reading the World
11/11 - 11/15	<p>RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	Unit Three: Reading the Weather, Reading the World
11/18 - 11/22	<p>RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	Unit Three: Reading the Weather, Reading the World

11/25 - 11/29	THANKSGIVING BREAK	
12/2 - 12/6	RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit Three: Reading the Weather, Reading the World
12/9 - 12/13	RI.4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Unit Three: Reading the Weather, Reading the World
12/16 - 12/20	RI.5: 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. RI.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.	Unit Three: Reading the Weather, Reading the World
12/23 - 12/27	WINTER BREAK	
12/30 - 1/3	WINTER BREAK	
1/6 - 1/10	RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Unit Four: Reading History - The American Revolution
1/13 - 1/17	RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.8: Explain how an author uses reasons and evidence to support particular points in a text	Unit Four: Reading History - The American Revolution
1/20 - 1/24	RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Unit Four: Reading History - The American Revolution
1/27 - 1/31	RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Unit Four: Reading History - The American Revolution
2/3 - 2/7	RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Unit Four: Reading History - The American Revolution

2/10 - 2/14	RI.5: 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.	Unit Four: Reading History - The American Revolution
2/17 - 2/21	RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. RI.10: By the end of the 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	Unit Five: Historical Fiction Book Clubs
2/24 - 2/28	RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Unit Five: Historical Fiction Book Clubs
3/2 - 3/6	RL.3: 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).	Unit Five: Historical Fiction Book Clubs
3/9 - 3/13	RL.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	Unit Five: Historical Fiction Book Clubs
3/16 - 3/20	RL.4: 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).	Unit Five: Historical Fiction Book Clubs
3/23 - 3/27	RL.9: 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	Unit Six: Mythology
3/30 - 4/3	RL.9: 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	Unit Six: Mythology
4/6 - 4/10	SPRING BREAK	
4/13 - 4/17	RL.5: Explain major differences between poems, drama, and prose, and refer to	Unit Six: Mythology

	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	
4/20 - 4/24	<p>RL.4: 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).</p> <p>RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	Unit Six: Mythology
4/27 - 5/1	RL.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.	Unit Seven: Reading to Learn
5/4 - 5/8	RI.10: By the end of the 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	Unit Seven: Reading to Learn
5/11 - 5/15	RL.5: 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	Unit Eight: Poetry
5/18 - 5/22	RL.5: 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	Unit Eight: Potery

Curriculum Map
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 Westside Atlanta Charter School
 2019-2020 School Year

Date	Standard	Additional Information
8/12 - 8/16	W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing W.4.10: 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.	Unit One: Building a Writer's Toolbox
8/19 - 8/23	W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Unit One: Building a Writer's Toolbox
8/26 - 8/30	W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Unit One: Building a Writer's Toolbox
9/2 - 9/6	W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	Unit One: Building a Writer's Toolbox

9/9 - 9/13	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W.5: With guidance and support from peers and adults, develop and writing as needed by planning, revising, and editing</p>	Unit One: Building a Writer's Toolbox
9/16 - 9/20	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W.4.5:</p>	Unit One: Building a Writer's Toolbox
9/23 - 9/27	<p>4.10: 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.</p>	Unit One: Building a Writer's Toolbox
9/30 - 10/4	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p>	<p>Unit Two: The Arc of The Story</p> <p>Topic 1: Creating and Developing Stories and Characters that Feel Real</p>
10/7 - 10/11	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p>	<p>Unit Two: The Arc of The Story</p> <p>Topic 1: Creating and Developing Stories and Characters that Feel Real</p>

<p>10/14 - 10/18</p>	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit Two: The Arc of The Story</p> <p>Topic 2: Drafting and Revising with an Eye toward believability</p>
<p>10/21 - 10/25</p>	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit Two: The Arc of The Story</p> <p>Topic 2: Drafting and Revising with an Eye toward believability</p>
<p>10/28 - 11/1</p>	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit Two: The Arc of The Story</p> <p>Topic 2: Drafting and Revising with an Eye toward believability</p>

1/4 - 11/8	<p>V.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>V.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit Two: The Arc of The Story</p> <p>Topic 3: Preparing for Publication with Audience in Mind</p>
1/11 - 11/15	<p>V.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>V.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit Two: The Arc of The Story</p> <p>Topic 3: Preparing for Publication with Audience in Mind</p>
1/18 - 11/22	<p>V.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>V.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Unit Two: The Arc of The Story</p> <p>Topic 4: Embarking on Independent Fiction Projects</p>
1/25 - 11/29	THANKSGIVING BREAK	

2/2 - 12/6	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	Unit Three: Boxes and Bullets Persuasive Writing
2/9 - 12/13	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	Unit Three: Boxes and Bullets Persuasive Writing
2/16 - 12/20	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	Unit Three: Boxes and Bullets Persuasive Writing
2/23 - 12/27	WINTER BREAK	
2/30 - 1/3	WINTER BREAK	
1/6 - 1/10	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	Unit Three: Boxes and Bullets Persuasive Essay Writing
1/13 - 1/17	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	Unit Three: Boxes and Bullets Persuasive Essay Writing
1/20 - 1/24	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	Unit Three: Boxes and Bullets Persuasive Essay Writing
1/27 - 1/31	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. V.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	Unit Three: Boxes and Bullets Persuasive Essay Writing

/3 - 2/7	<p>V.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>V.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic</p>	Unit Four: Bringing Facts to Life Writing Nonfiction Books
/10 - 2/14	<p>V.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>V.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Unit Four: Bringing Facts to Life Writing Nonfiction Books
/17 - 2/21	<p>V.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly..</p>	Unit Four: Bringing Facts to Life Writing Nonfiction Books
/24 - 2/28	<p>V.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>V.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Unit Four: Bringing Facts to Life Writing Nonfiction Books
/2 - 3/6	<p>V.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	Unit Four: Bringing Facts to Life Writing Nonfiction Books
/9 - 3/13	<p>V.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	Unit Four: Bringing Facts to Life Writing Nonfiction Books

/16 - 3/20	<p>V.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Unit Four: Bringing Facts to Life Writing Nonfiction Books</p>
/23 - 3/27	<p>V.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>V.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<p>Unit Four: Bringing Facts to Life Writing Nonfiction Books</p>
/30 - 4/3	<p>V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Unit Five: Literary Essays</p>
/6 - 4/10	<p>SPRING BREAK</p>	
/13 - 4/17	<p>V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>V.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Unit Five: Literary Essays</p>
/20 - 4/24	<p>V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>V.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Unit Five: Literary Essays</p>
/27 - 5/1	<p>V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>Unit Five: Literary Essays</p>

	V.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
4/4 - 5/8	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. V.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Unit Five: Literary Essays
5/11 - 5/15	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	Unit Five: Literary Essays
5/18 - 5/22	V.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. V.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	Unit Five: Literary Essays

Curriculum Map
Fourth Grade Social Studies
Westside Atlanta Charter School
2019-2020 School Year

Date	Standard	Additional Information
8/12 - 8/16	W/A	<i>Social Studies instruction will begin on 8/26</i>
8/19 - 8/23	W/A	<i>Social Studies instruction will begin on 8/26</i>

8/26 - 8/30	§S.4.H.1: Explain the causes, events, and the results of the American Revolution.	American Revolution: Introduction
9/2 - 9/6	§S.4.H.1: Explain the causes, events, and the results of the American Revolution.	French and Indian War, The Intolerable Acts
9/9 - 9/13	§S.4.H.1: Explain the causes, events, and the results of the American Revolution.	The Intolerable Acts, The Sons and Daughters of liberty, Boston Tea Party
9/16 - 9/20	§S.4.H.1: Explain the causes, events, and the results of the American Revolution.	Key Players of the American Revolution
9/23 - 9/27	§S.4.H.1: Explain the causes, events, and the results of the American Revolution.	Key Players of the American Revolution
9/30 - 10/4	§S.4.H.1: Explain the causes, events, and the results of the American Revolution.	The American Revolution: Patriots vs. Loyalists
10/7 - 10/11	§S.4.H.1: Explain the causes, events, and the results of the American Revolution.	The American Revolution: Key Battles
10/14 - 10/18	§S.4.H.1: Explain the causes, events, and the results of the American Revolution.	The American Revolution: The Siege of Yorktown and the Declaration of Independence
10/21 - 10/25	§S.4.H.1: Explain the causes, events, and the results of the American Revolution §S4CG1 Describe the meaning of: a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)	The Declaration of Independence

10/28 - 11/1	§S.4.H.1: Explain the causes, events, and the results of the American Revolution	Culminating Performance Task: American Revolution Scrapbook
11/4 - 11/8	§S4H2 Analyze the challenges faced by the framers of the Constitution	Our Founding Documents: The Constitution
11/11 - 11/15	§S4H2 Analyze the challenges faced by the framers of the Constitution	Our Founding Documents: The Constitution
11/18 - 11/22	§S4CG3 Describe the structure of government and the Bill of Rights.	Our Founding Documents: The Bill of Rights
11/25 - 11/29	THANKSGIVING BREAK	
12/2 - 12/6	§S4H3 Explain westward expansion in America	Westward Expansion: The Louisiana Purchase, The Pony Express
12/9 - 12/13	§S4H3 Explain westward expansion in America	Westward Expansion: Key Figures
12/16 - 12/20	§S4H3 Explain westward expansion in America	Westward Expansion: The Alamo, The Trail of Tears, The Oregon Trail
12/23 - 12/27	WINTER BREAK	
1/2/30 - 1/3	WINTER BREAK	
1/6 - 1/10	§S4H3 Explain westward expansion in America	Westward Expansion: New Inventions, Lewis and Clark
1/13 - 1/17	§S4H3 Explain westward expansion in America	Westward Expansion: Lewis and Clark

1/20 - 1/24	§S4H3 Explain westward expansion in America	Westward Expansion: Putting it all together
1/27 - 1/31	§S4H3 Explain westward expansion in America	Westward Expansion: Putting it all together
2/3 - 2/7	§S4CG1 Describe the meaning of: c. The federal system of government in the U.S. (federal powers, state powers, and shared powers) d. Representative democracy/republic	Government: The Three Branches of Government
2/10 - 2/14	§S4CG1 Describe the meaning of: c. The federal system of government in the U.S. (federal powers, state powers, and shared powers) d. Representative democracy/republic	Government: The Three Branches of Government
2/17 - 2/21	§S4H4 Examine the main ideas of the abolitionist and suffrage movements	Abolitionists and Suffragists: Abolitionists
2/24 - 2/28	§S4H4 Examine the main ideas of the abolitionist and suffrage movements	Abolitionists and Suffragists: Suffragists
3/2 - 3/6	§S4H5 Explain the causes, major events, and consequences of the Civil War.	The Civil War: Setting the Stage
3/9 - 3/13	§S4H5 Explain the causes, major events, and consequences of the Civil War. §S4G2 Describe how physical systems affect human systems.	The Civil War: Differences Between the North and the South During the Civil War Times
3/16 - 3/20	§S4H5 Explain the causes, major events, and consequences of the Civil War.	The Civil War: The Underground Railroad

3/23 - 3/27	§S4H5 Explain the causes, major events, and consequences of the Civil War.	The Civil War: Key Battles
3/30 - 4/3	§S4H5 Explain the causes, major events, and consequences of the Civil War.	The Civil War: Sherman's March; The War Ends
4/6 - 4/10	§PRING BREAK	
4/13 - 4/17	§S4H6 Analyze the effects of Reconstruction on American life.	The Reconstruction: Voting Rights
4/20 - 4/24	§S4H6 Analyze the effects of Reconstruction on American life.	The Reconstruction: The Jim Crow Laws
4/27 - 5/1	§S4H6 Analyze the effects of Reconstruction on American life.	The Reconstruction: The Freedman's Bureau
5/4 - 5/8	§S4G1 Locate important physical and man-made features in the United States.	Geography
5/11 - 5/15	§S4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.	Economics
5/18 - 5/22	§S4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.	Economics