

## 4th Grade Curriculum Map Points to Remember

Subject	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<b>Social Studies</b>	No Change	No Change	No Change	No Change
<b>ELA Reading</b>	The standards that are labeled as, “Ongoing,” are expected to be taught and used throughout the entire year in both Reading and Writing. These should be assessed each nine weeks, as they are essential fourth grade standards.			
<b>Writing</b>	The language standards are focused in the first nine weeks. This will provide a better baseline and understanding for the future reading and writing.			
<b>Science</b>	<p>ALL Science standards are in one column (old standards are labeled “2005”).</p> <p>Throughout the year, teach the 2005 science standards. However, where there is a new standard that matches an old standard, teach the NEW standard.</p> <p>Also introduce new standards that do not have an old standard match, as they will be taught and assessed next year.</p> <p>Science standards are chunked by quarter to better be able to teach and assess each content area.</p>			
<b>Math</b>			4.MDA.8: Determine the value of a collection of coins and bills greater than \$1.00. This is a new measurement standard. It was placed here in order to teach with the other decimal standards.	

# Rock Hill Schools 4th Grade Curriculum Map 2015-2016

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Date	1st Quarter August 18-October 16									2nd Quarter October 19-December 18									3rd Quarter January 5-March 11								4th Quarter March 15-June 2									
Social Studies	Native Americans			Explorers			Colonies			Revolutionary War					Early America Government			Westward Movement			Civil War			STATE TESTING												
	Map Skills																																			
Standards	4-1.1, 4-1.2			4-1.3, 4-1.4			4-2.1, 4-2.2, 4-2.3, 4-2.4			4-3.1, 4-3.2, 4-3.3, 4-3.4					4-4.1, 4-4.2, 4-4.3, 4-4.4, 4-4.5			4-5.1, 4-5.2, 4-5.3, 4-5.4, 4-5.5			4-6.1, 4-6.2, 4-6.3, 4-6.4, 4-6.5															
ELA Reading	Reading Literature									Reading Informational									Reading Literature								Reading Informational									
Standards	4-RL.5.1, 4-RL.6.1, 4-RL.8.1.a, 4-RL.8.1.b, 4-RL.9.2, 4-RL.11.1, 4-RL.13.1, 4-RL.13.2, 4-RL.13.3, 4-RL.3.1, 4-RL.10.1, 4-RL.10.2, 4-RL.10.5, 4-RL.10.6									4-RI.5.1, 4-RI.6.1, 4-RI.11.1, 4-RI.8.1, 4-RI.8.2, 4-RI.11.2, 4-RI.12.1, 4-RI.12.2, 4-RI.12.3, 4-RI.3.1, 4-RI.9.1, 4-RI.9.2, 4-RI.9.5									4-RL.12.1, 4-RL.12.2, 4-RL.7.1, 4-RL.7.2, 4-RL.4.2, 4-RL.9.1, 4-RL.13.1, 4-RL.13.2, 4-RL.13.3, 4-RL.3.1, 4-RL.10.1, 4-RL.10.2, 4-RL.10.5, 4-RL.10.6								4-RI.7.1, 4-RI.12.1, 4-RI.12.2, 4-RI.12.3, 4-RI.3.1, 4-RI.9.1, 4-RI.9.2, 4-RI.9.5									
ELA Writing Calkins Units of Study	The Arc of the Story: Writing Realistic Fiction									Bringing History to Life									Boxes and Bullets: Personal and Persuasive Essays						The Literary Essay:Writing About Fiction											
Unit	Narrative Writing									Informational/Explanatory Writing									Opinion Writing						Opinion Writing											
Standards	4-W.3.1a-h, 4-W.5.4.a-c, 4.W.5.1									4-W.2.1.a-k									4-W.1.1, 4-W.1.1.a-g						4-W.1.1, 4-W.1.1.a-g											
Communication, Writing, Language	Inquiry-based Literacy Standards																																			
	Ongoing Standards: C.1.1-5, C.3.1, C.4.1-2, C.4.3.a-e, C.5.1-2, C.2.1-2, C.3.2, L.4.1.a-i, W.6.4, W.6.1.a-d, WL.5.4																																			
Science	Weather									Animal Studies									Astronomy								Light and Electricity									
Standards	4.E.2A.2, 4-4.2, 4-4.3, 4.E.2B.2, 4.E.2B.1									4.L.5A.1, 4-2.2, 4.L.5B.1, 4.L.5A.4, 4.L.5B.3, 4-2.6									4.E.3A.1, 4.E.3A.3, 4.E.3B.1, 4.E.3B.2,4.E.3B.3, 4.E.3B.4								4.P.4A.1, 4.P.4A.2, 4.P.4A.4, 4-5.4, 4-5.5, 4-5.6, 4-5.7, 4-5.8, 4-5.9, 4-5.10									
Math Units	Number Sense and Base Ten/Algebraic Thinking and Operations											Number Sense and Operations-Fractions										Measurement and Data Analysis, Geometry														
Topics Covered	Place Value, Addition, Subtraction, Multiplication, Division, Patterns, Word Problems											Fractions (equivalent, comparing, add/subtract, multiply by whole number, decompose, convert to decimals), Comparing Decimals, Patterns, Word Problems										Measurement (customary and metric conversions, word problems, display data in line plots), Area, Perimeter, Angles (measure, draw and add angles), Points, Lines, Segments, Rays, Classify 2D Shapes, Symmetry, Patterns, Word Problems														
Math Standards	4.NSBT.1, 4.NSBT.2, 4.NSBT.3,4.NSBT.4 , 4.ATO.4, 4.ATO.1, 4.NSBT.5, 4.NSBT.6, 4.ATO.5, 4.ATO.2, 4.ATO.3											4.NSF.1, 4.NSF.2, 4.NSF.3, 4.NSF.3.a, 4.NSF.3.b, 4.NSF.3.c., 4.NSF.4, 4.NSF.4.a, 4.NSF.4.b, 4.NSF.4.c, 4.MDA.8, 4.NSF.5, 4.NSF.6, 4.NSF.7										4.MDA.1, 4.MDA.2, 4.MDA.3, 4.MDA.4, 4.MDA.5,4.MDA.6, 4.MDA.7, 4.G.1, 4.G.2, 4.G.3, 4.G.4,														
	South Carolina College and Career Ready Matematical Process Standards 1-7																																			
	1st 9 weeks									2nd 9 weeks									3rd 9 weeks									4th 9 weeks								

ELA	SC-CCR	Q1	Q2	Q3	Q4	Standard Description	Parent Friendly Standard	CCS
I can read and understand Fourth Grade Fiction.	4-RL.5.1	x				Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to <u>support inferences and conclusions.</u>	I can ask and answer questions about the text by referring to details and examples in the text.	RL.4.1
	4-RL.6.1	x				Determine the development of a theme within a text; summarize using key details.	I can determine a theme of a text, and summarize using details.	RL.4.2
	4-RL.8.1a	x				Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution.	I can explain how conflict causes characters to change during a story.	RL.4.3
	4-RL.8.1b	x				Use text evidence to: b. explain the influence of cultural, historical, and social <u>context on characters, setting, and plot development.</u>	I can explain how cultures, history, and social contexts, influence story elements.	
	4-RL.9.2	x				Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, <u>and emphasize aspects of a character or setting.</u>	I can explain how the author uses different elements to create mood, contribute to the meaning, and emphasize aspects of a <u>character or setting.</u>	
	4-RL.12.1			x		Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, <u>drama, or poem.</u>	I can explain the structure of stories, dramas, and poems.	RL.4.5
	4-RL.12.2			x		Determine characteristics of crafted text structures and <u>describe why an author uses this structure.</u>	I can identify and explain various text structures.	
	4-RL.11.1	x				Compare and contrast first and third person points of view; determine how an author's choice of point of view influences <u>the content and meaning.</u>	I can compare and contrast the point of view from which different stories are narrated (1st and 3rd person).	RL.4.6
	4-RL.7.1			x		Explore similarities and differences among textual, dramatic, visual, or oral presentations.	I can determine similarities and differences between text, dramatic, visual, and oral presentations.	RL.4.7
	4-RL.7.2			x		Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	I can compare and contrast similar themes and topics and patterns of events in texts and diverse media.	RL.4.9
	4-RL.13.1	x	x	x	x	Engage in whole and small group reading with purpose and understanding.	I can participate in whole and small group reading.	RL.4.10
	4-RL.13.2	x	x	x	x	Read independently for sustained periods of time to build stamina.	I can read independently and for periods of time.	
	4-RL.13.3	x	x	x	x	Read and respond according to task and purpose to become <u>self-directed, critical readers and thinkers.</u>	I can read and respond to texts appropriately.	
I can read and understand Fourth Grade Nonfiction.	4-RI.5.1		x			Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to <u>support inferences and conclusions.</u>	I can explain what the text says by referring to details and examples by drawing inferences from the text.	RI.4.1
	4-RI.6.1		x			Summarize multi-paragraph texts using key details to support the central idea.	I can determine the central idea of a text using details.	RI.4.2
	4-RI.11.1		x			Apply knowledge of text structures to describe how structures <u>contribute to meaning.</u>	I can describe how text structures contribute to meaning.	RI.4.5
	4-RI.7.1				x	Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	I can compare and contrast events, topics, concepts, and ideas in primary and secondary sources.	RI.4.6
	4-RI.8.1		x			Determine how the author uses words and phrases to shape and clarify meaning.	I can determine the author's meaning.	
	4-RI.8.2		x			Apply knowledge of text features to gain meaning; describe <u>the relationship between these features and the text.</u>	I can use text features to gain meaning.	RI.4.7
	4-RI.11.2		x			Explain how an author uses reasons and evidence to support particular points.	I can explain how an author uses reasons and evidence to support particular points in a text.	RI.4.8

	4-RI.12.1	x	x	x	x	Engage in whole and small group reading with purpose and understanding.	I can read grade-level text with purpose and understanding.	RI.4.10
	4-RI.12.2	x	x	x	x	Read independently for sustained periods of time.	I can read independently for periods of time.	
	4-RI.12.3	x	x	x	x	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can read and respond to texts appropriately.	
I can use phonics and word parts to help me read 4th grade words	4-RI.3.1	x	x	x	x	Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	I can apply grade level phonics and word analysis skills to read unfamiliar words in and out of context.	
	4-RL.3.1	x	x	x	x	Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	I can apply grade level phonics and word analysis skills to read unfamiliar words in and out of context.	RF. 4.3 a
I can read with ease and understand what I read.	4-RL.4.2			x		Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4 b
I can plan, organize and produce different kinds of 4th grade writing.	4-W.1.1 (a-g)			x	x	Write opinion pieces	I can write opinion pieces supporting a point of view with reasons and information.	W.4.1.
						a. 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;		
						b. use information from multiple print and multimedia sources;		
						c. provide reasons supported by facts and details; d. use transitional words or phrases to connect opinions and reasons;		
						d. use transitional words or phrases to connect opinions and reasons;		
						e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and ideas of others;		
						f. use paraphrasing, quotations, and original language to avoid plagiarism; and		
						g. provide a concluding statement or section related to the opinion presented.		
	4-W.4.1 (a-f)	x	x	x	x	When writing: a. use relative pronouns and relative adverbs;	I can use relative pronouns and adverbs correctly.	L.4.1.a
						b. form and use the progressive verb tenses;	I can use apostrophes correctly.	L.4.1.b
						c. use modal auxiliaries to convey various conditions;	I can use modal auxiliaries in a variety of ways.	L.4.1.c
						d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;	I can use modal auxiliaries correctly.	L.4.1.c
						e. order adjectives within sentences according to conventional patterns;	I can correctly order adjectives within sentences.	L.4.1.d

					f. use relative pronouns and relative adverbs;	I can use relative pronouns and adverbs correctly.	
					g. explore using prepositional phrases in different positions within a sentence;	I can correctly use and write prepositional phrases.	L.4.1.e
					h. use coordinating and subordinating conjunctions;	I can correctly use coordinating and subordination conjunctions.	L.4.2.c
					i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and	I can use a variety of sentence structures correctly.	L.4.1.f
					j. use frequently confused homonyms correctly.	I can use homonyms correctly.	L.4.1g
	4-W.2.1 (a-k)		X		Write informative/explanatory texts that: a. introduce a topic clearly;	I can write clear, developed, and organized informative/explanatory pieces, including illustrations, etc. when needed.	W.4.2 a
					b. use information from multiple print and multimedia sources;	I can write informative/explanatory texts using multiple sources.	
					c. group related information in paragraphs and sections;	I can create paragraphs.	
					d. include formatting, illustrations, and multimedia to aid comprehension;	I can use text features to enhance my writing.	
					e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;	I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.4.2 b
					f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	I can plan, revise, and edit writing with guidance as needed.	
					g. use paraphrasing, quotations, and original language to avoid plagiarism;	I can put ideas into my own words.	
					h. link ideas within categories of information using words and phrases;	I can link ideas within categories of information using words and phrases.	W.4.2 c
					i. use precise language and domain-specific vocabulary to inform or explain the topic;	I can use precise language and vocabulary to inform about or explain the topic.	W.4.2 d
					j. develop a style and tone authentic to the purpose; and	I can use appropriate style and tone.	
					k. provide a concluding statement or section relate to the information or explanation presented.	I can provide a concluding statement or section related to the information or explanation presented.	W.4.2.e
	4-W.3.1 (a-h)	x			Gather ideas from texts, multimedia, and personal experience to write narratives that:	I can write narratives to develop real or imaginary experiences or events.	W.4.3.
					a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;	I can create a detailed story in sequence.	
					b. orient the reader by establishing a situation and introducing a narrator and/or characters;	I can begin narrative pieces by establishing a situation and introducing a narrator and/or characters, and organize an event sequence that unfolds naturally.	W.4.3 a
					c. organize an event sequence that unfolds naturally;	I can organize a story in sequential order.	
					d. use dialogue and description to develop experiences and events or show the responses of characters to situations;	I can use dialogue and descriptions to develop experiences and events.	W.4.3 b
					e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	I can plan, revise, and edit writing, with guidance as needed.	

						f. use a variety of transitional words and phrases to manage the sequence of events;	I can use a variety of transitional words and phrases to manage the sequence of events.	W.4.3 c
						g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and	I can use concrete words, phrases, and sensory details to convey experiences and events precisely.	W.4.3 d
						h. provide a conclusion that follows from the narrated experiences or events.	I can provide a conclusion that follows from the narrated experiences or events.	W.4.3 e
	4-W.5.4	x	x	x	x	Use spelling patterns and generalizations	I can use what I know about word patterns to spell.	
I can participate in shared research with others to gather information for a writing project.	4-W.6.4	x	x	x	x	Demonstrate effective keyboarding skills.	I can use technology to produce and publish writing and interact and collaborate with others.	W.4.6
	4-W.6.1 (a-d)	x	x	x	x	Write routinely and persevere in writing tasks:	I can write routinely over extended periods of time, purposes, and audiences.	W.4.10
						a. over short and extended time frames;	I can write for short and long periods of time.	
						b. for a range of domain-specific tasks;	I can write for different tasks.	
						c. for a variety of purposes and audiences; and	I can write for different reasons and audiences.	
						d. by adjusting the writing process for the task, increasing the length and complexity.	I can adjust the writing process for my purpose.	
I can participate in conversations within small and large groups.	4-C.1.4	x	x	x	x	Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.	I can effectively participate in conversations for a variety of purposes.	SL.4.1
	4-C.1.1	x	x	x	x	Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	I can ask questions, engage in purposeful dialogue, share ideas, and can consider other's point of view.	SL.4.1 a
	4-C.1.3	x	x	x	x	Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.	I can follow agreed-upon rules for discussions in a respectful way.	SL.4.1 b
	4-C.1.2	x	x	x	x	Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.	I can participate in discussions by asking and answering questions on a particular topic.	SL.4.1 c
	4-C.1.5	x	x	x	x	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	I can explain my ideas and build on the ideas of others.	SL.4.1 d
	4-C.3.1	x	x	x	x	Compare and contrast how ideas and topics are depicted in a variety of media and formats.	I can compare and contrast ideas and topics using a variety of medias.	
	4-C.4.1	x	x	x	x	Identify presentation style a speaker uses to enhance the development of central idea or theme.	I can identify the presentation style used by the speaker.	
	4-C.4.2	x	x	x	x	Determine if the presentation has a purposeful organizational strategy with appropriate transitions.	I can determine if the presentation has purposeful organization with transitions.	

	4-C.4.3a-e	x	x	x	x	Identify how and why the speaker a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; e. incorporates figurative language and literary devices.	I can identify how and why the speaker uses intonation and word stress. I can identify how and why the speaker includes media. I can identify how and why the speaker addresses the audience. I can identify how and why the speaker determines word choice. I can identify how and why the speaker incorporates figurative language and literacy devices.	
	4-C.5.1	x	x	x	x	Set a purpose and integrate craft techniques to create presentations.	I can create purposeful presentations.	
	4-C.5.2	x	x	x	x	Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.	I can use figurative language to convey messages.	
	4-C.2.1	x	x	x	x	Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.	I can communicate ideas and information with details and supporting evidence.	SL.4.4
	4-C.2.2	x	x	x	x	Discuss the purpose and the credibility of information presented in diverse media and formats.	I can talk about information from a variety of media formats.	
	4-C.3.2	x	x	x	x	Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	I can create presentations using a variety of multimedia elements.	SL.4.5
I can use what I know about grammar when I write and speak.	4-W.5.1	x				Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.	I can use correct capitalization.	L.4.2 a
	4-W.5.2.a	x				Use: a. apostrophes to form possessives and contractions;	I can correctly use apostrophes correctly.	L.4.1 b
	4-W.5.2.b	x				b. quotation marks and commas to mark direct speech; and	I can use quotations marks and commas correctly.	
	4-W.5.2.c	x				c. commas before a coordinating conjunction in a compound sentence.	I can use commas before a coordinating conjunction correctly.	
I can figure out what words mean and use them in different situations.	4-RL.10.1	x	x	x	x	Use definitions, examples, and restatements to determine the meaning of words or phrases.	I can use definitions, examples, and restatements to determine meaning.	L.4.4 a
	4-RI.9.1	x	x	x	x	Use definitions, examples, and restatements to determine the meaning of words or phrases.	I can use definitions, examples, and restatements to determine meaning.	
	4-RL.10.2	x	x	x	x	Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	I can use Greek and Latin affixes and roots as clues to determine the meaning of an unknown word.	L.4.4 b
	4-RL.9.2	x	x	x	x	Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	I can use Greek and Latin affixes and roots as clues to determine the meaning of an unknown word.	
	4-RL.10.5	x	x	x	x	Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	I can use print and computer dictionaries to find and clarify meanings of new words.	L.4.4 c

	4-RL.9.1			x		Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	I can recognize and explain the meaning of imagery, hyperbole, adages, or proverbs.	L.4.5 b
	4-RI.9.5	x	x	x	x	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	I can figure out and use fourth grade words and phrases that show specific actions, emotions, or states of being that are centered around a particular topic.	
	4-RI.10.1		x			Identify and describe the difference between a primary and secondary account of the same event or topic.	I can identify and describe the differences between primary and secondary accounts.	
	4-RL.10.6	x	x	x	x	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	I can figure out and use fourth grade words and phrases that show specific actions, emotions, or states of being that are centered around a particular topic.	L.4.6

7/28/2015



Science	20154 Stand	Q1	Q2	Q3	Q4	SC-CCR STANDARDS	PARENT FRIENDLY STANDARDS	2005 Stand.
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments	4.L.5A.1		x			Obtain and communicate information about the characteristics of plants and animals to develop models which classify plants as flowering or nonflowering and animals as vertebrate or invertebrate.	I can organize living things into groups based on their physical characteristics.	4-2.1
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.			x			2005 SOUTH CAROLINA STANDARD: Explain how the characteristics of distinct environments influence the variety of organisms.	I can explain how different environments affect the things that live there.	4-2.2
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.	4.L.5B.1		x			Develop and use models to compare how humans and other animals use their senses and sensory organs to detect and respond to signals from the environment.	I can explain how living things use their senses to detect and respond to their environment.	4-2.3
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.	4.L.5A.4		x			Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment.	I can explain the difference between inherited and acquired characteristics.	4-2.4
I can demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.	4.L.5B.3		x			Construct explanations for how structural adaptations (such as methods for defense, locomotion, obtaining resources, or camouflage) allow animals to survive in the environment.	I can explain how structural adaptations help animals survive in their environment	4-2.5,
I can demonstrate an understanding of the properties, movements, and locations, of objects in the solar system.			x			2005 South Carolina Standard: Explain how organisms cause changes in their environment.	I can explain how organisms cause changes in their environments.	4-2.6
I can demonstrate an understanding of the properties, movements, and locations, of objects in the solar system.	4.E.3A.1			x		Develop and use models of Earth's solar system to exemplify the location and order of the planets as they orbit the Sun and the main composition (rock or gas) of the planets.	I can develop and use models of Earth' solar system and describe the composition of the planets.	4-3.1, 2,3
I can demonstrate an understanding of the properties, movements, and locations, of objects in the solar system.	4.E.3B.4			x		Develop and use models to describe the factors (including tilt, revolution, and angle of sunlight) that result in Earth's seasonal changes.	I can describe the factors that result in the Earth's seasonal changes.	4-3.4

I can demonstrate an understanding of the properties, movements, and locations, of objects in the solar system.	4.E.3B.2			x		Construct explanations of how day and night result from Earth's rotation on its axis.	I can explain how day and night result from Earth's rotation on its axis.	4-3.5
I can demonstrate an understanding of the properties, movements, and locations, of objects in the solar system.	4.E.3B.1			x		Analyze and interpret data from observations to describe patterns in the (1) location, (2) movement, and (3) appearance of the Moon throughout the year.	I can analyze and interpret data to describe the phases of the moon.	4-3.6
I can demonstrate an understanding of the properties, movements, and locations, of objects in the solar system.	4.E.3B.3			x		Construct explanations of how the Sun appears to move throughout the day using observations of shadows.	I can construct explanations of how the Sun appears to move by observing shadows.	4-3.7
I can demonstrate an understanding of the properties, movements, and locations, of objects in the solar system.	4.E.3A.3			x		Construct scientific arguments to support claims about the importance of astronomy in navigation and exploration (including the use of telescopes, astrolabes, compasses, and sextants).	I can support claims about the importance of astronomy in navigation and exploration using scientific tools.	4-3.8
I can demonstrate an understanding of weather patterns and phenomena.	4.E.2A.2	X				Develop and use models to explain how water changes as it moves between the atmosphere and Earth's surface during each phase of the water cycle (including <u>evaporation, condensation, precipitation, and runoff</u> ).	I can develop and use models to explain how water changes as it moves through the water cycle.	4-4.1
I can demonstrate an understanding of weather patterns and phenomena.		x				2005 South Carolina Standard: Classify clouds according to their three basic types and summarize how clouds form.	I can tell how clouds form and group them based on their type.	4-4.2
I can demonstrate an understanding of weather patterns and phenomena.		x				2005 South Carolina Standard: Compare daily and seasonal changes in weather conditions and patterns.	I can compare weather conditions and patterns.	4-4.3
I can demonstrate an understanding of weather patterns and phenomena.		x				2005 South Carolina Standard: Compare daily and seasonal changes in weather conditions and patterns.	I can compare weather conditions and patterns.	4-4.3
I can demonstrate an understanding of weather patterns and phenomena.	4.E.2B.2	x				Obtain and communicate information about severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) to explain steps humans can take to reduce the impact of severe weather phenomena.	I can explain severe weather conditions and safety precautions.	4-4.4
I can demonstrate an understanding of weather patterns and phenomena.	4.E.2B.1	x				Analyze and interpret data from observations, measurements, and weather maps to describe patterns in local weather conditions (including temperature, precipitation, wind speed/direction, relative humidity, and cloud types) and predict changes in weather over time.	I can use tools to collect and measure weather conditions and use data to predict weather conditions.	4-4.5
I can demonstrate an understanding of the properties of light and electricity.	4.P.4A.2				x	Analyze and interpret data from observations and measurements to describe how the apparent brightness of light can vary as a result of the distance and intensity of the light source.	I can describe the brightness of light based on distance and intensity.	4-5.1

I can demonstrate an understanding of the properties of light and electricity.	4.P.4A.1				x	Construct scientific arguments to support the claim that white light is made up of different colors.	I can support the claim that white light is made of different colors.	4-5.2
I can demonstrate an understanding of the properties of light and electricity.	4.P.4A.4				x	Develop and use models to describe how light travels and interacts when it strikes an object (including reflection, refraction, and absorption) using evidence from observations.	I can describe how light travels and interacts when it strikes an object.	4-5.3
I can demonstrate an understanding of the properties of light and electricity.					x	Plan and conduct scientific investigations to explain how light behaves when it strikes transparent, translucent, and opaque materials.	I can plan and conduct investigations to explain how light behaves when it strikes transparent, translucent and opaque materials.	4-5.4
I can demonstrate an understanding of the properties of light and electricity.					x	2005 South Carolina Standard: Explain how electricity can be transformed into other forms of energy.	I can explain how electricity can be changed into light, heat, and sound energy.	4-5.5
I can demonstrate an understanding of the properties of light and electricity.					x	2005 South Carolina Standard: Summarize the functions of the components of circuits (e.g. series and parallel) and illustrate their paths.	I can describe the purpose of parts in a complete circuit and model the path of electricity in a series and parallel circuit.	4-5.6      4-5.7
I can demonstrate an understanding of the properties of light and electricity.					x	2005 South Carolina Standard: Classify materials as either conductors or insulators of electricity.	I can identify objects as either insulators or conductors of electricity.	4-5.8
I can demonstrate an understanding of the properties of light and electricity.					x	2005 South Carolina Standard: Summarize the properties and factors that affect the strength of magnets and electromagnets.	I can explain the characteristics of magnets and electromagnets and explain what causes an electromagnet to become stronger.	4-5.9      4-5.10

Math	SC-CCR	Q1	Q2	Q3	Q4	SC-CCR STANDARDS	PARENT FRIENDLY STANDARDS	CCS
I can understand and use the four operations to help me understand math.	4.ATO.1	x				4.ATO.1 Interpret a multiplication equation as a comparison. For example, interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	I can understand that multiplication fact problems can be seen as comparisons of groups.	4.OA.A.1
I can understand and use the four operations to help me understand math.	4.ATO.2	x	x			4.ATO.2 Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).	I can solve real world problems using multiplication and division.	4.OA.A.2
I can understand and use the four operations to help me understand math.	4.ATO.3	x	x	x	x	4.ATO.3 Solve multi-step real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.	I can solve multi-step real world problems using addition, subtraction, multiplication, and division, and variables.	4.OA.A.3
I can explain factors and multiples.	4.ATO.4	x				4.ATO.4 Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1- 100 and determine whether the whole number is prime or composite.	I can find factor pairs and determine prime or composite numbers.	4.OA.B.4
I can create and interpret patterns.	4.ATO.5	x	x	x	x	4.ATO.5 Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.	I can create a number or shape pattern that follows a given rule and notice different features of that pattern.	4.OA.C.5
I can use number sense and place value to solve multi-digit math problems.	4.NSBT.1	x				4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	I can recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right.	4.NBT.A.1
I can use number sense and place value to solve multi-digit math problems.	4.NSBT.2	x				4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	I can recognize place value and number patterns and read and write large numbers in standard form.	4.NBT.A.2
I can use number sense and place value to solve multi-digit math problems.	4.NSBT.3	x				4.NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value.	I can round large whole numbers to any place.	4.NBT.A.3
I can use place value to add, subtract, multiply, and divide numbers with more than one digit.	4.NSBT.4	x				4.NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.	I can add and subtract large numbers.	4.NBT.B.4

I can use place value to add, subtract, multiply, and divide numbers with more than one digit.	4.NSBT.5	x	x		4.NSBT.5 Multiply up to a four- digit number by a one- digit number and multiply a two-digit number by a two digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.	I can multiply a whole number up to 4 digits by a 1 digit whole number and I can multiply 2 two-digit whole numbers.	4.NBT.B.5
I can use place value to add, subtract, multiply, and divide numbers with more than one digit.	4.NSBT.6	x	x		4.NSBT.6 Divide up to a four- digit dividend by a one- digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	I can find whole number quotients and remainders with up to 4 digit dividends and 1 digit divisors.	4.NBT.B.6
I can tell you how fractions are the same of different and place them in order from largest to smallest or smallest to largest.	4.NSF.1		x		4.NSF.1 Explain why a fraction (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $a/b$ , is equivalent to a fraction, $(nxa)/(nxb)$ , by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	I can explain why fractions are equivalent using models.	4.NF.A.1
I can tell you how fractions are the same of different and place them in order from largest to smallest or smallest to largest.	4.NSF.2		x		4.NSF.2 Compare two given fractions (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ and represent the comparison using the symbols $>$ , $<$ , or $=$ .	I can compare two fractions with different numerators and denominators by creating common denominators or numerators, or by comparing them to a benchmark fraction.	4.NF.A.2
I can use what I know about whole numbers to add, subtract, multiply and divide fractions	4.NSF.3		x		4.NSF.3 Develop and understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions	I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	4.NF.B.3a
I can use what I know about whole numbers to add, subtract, multiply and divide fractions	4.NSF.3a		x		4.NSF.3a Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation	I can compose and decompose a fraction in more than one way.	4.NF.B.3b
I can use what I know about whole numbers to add, subtract, multiply and divide fractions	4.NSF.3b		x		4.NSF.3b Add and subtract mixed numbers with like denominators	I can add and subtract mixed numbers with like denominators.	4.NF.B.3c

I can use what I know about whole numbers to add, subtract, multiply and divide fractions	4.NSF.3c		x			4.NSF.3c Solve real world problems involving addition and subtraction of fractions referring to the same whole and having like denominators	I can solve real word problems involving addition and subtraction of fractions with like dominators.	4.NF.B.3d
I can use what I know about whole numbers to add, subtract, multiply and divide fractions	4.NSF.4		x			4.NSF.4 Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100).	I can multiply a fraction by a whole number.	4.NF.B.4
I can use what I know about whole numbers to add, subtract, multiply and divide fractions	4.NSF.4a		x			4.NSF.4a. Understand a fraction $a/b$ as a multiple of $1/b$ .	I can understand that fractions are multiples of unit fractions.	4.NF.B.4a
I can use what I know about whole numbers to add, subtract, multiply and divide fractions	4.NSF.4b		x			4.NSF.4b. Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number.	I can multiply a fraction by a whole number.	4.NF.B.4b
I can use what I know about whole numbers to add, subtract, multiply and divide fractions	4.NSF.4c		x			4.NSF.4c. Solve real-world problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	I can solve real word problems involving multiplication of a fraction by a whole number.	4.NF.B.4c
I can changes fractions into decimals and decimals into fractions	4.NSF.5		x	x		4.NSF.5 Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.	I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the fractions.	4.NF.C.5
I can changes fractions into decimals and decimals into fractions	4.NSF.6		x	x		4.NSF.6 Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.	I can use decimals to show fractions with denominators of 10 and 100.	4.NF.C.6
I can changes fractions into decimals and decimals into fractions	4.NSF.7		x	x		4.NSF.7 Compare and order decimal numbers to hundredths, and justify using concrete and visual models	I can compare decimals to hundredths by reasoning about their size.	4.NF.C.7
I can solve measurement problems change the measurement from a larger unit to a smaller unit	4.MDA.1			x		4.MDA.1 Convert measurements within a single system of measurement, customary (in., ft., yd., oz., lb., sec., min., hr.) or metric (cm, m, km, g, kg, mL, L) from a larger to a smaller unit.	I can convert measurements within a single system, customary or metric, from a larger to a smaller unit.	4.MD.A.1

I can solve measurement problems change the measurement from a larger unit to a smaller unit.	4.MDA.2	x	x	x	x	4.MDA.2 Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.	I can use the 4 operations to solve real word problems, involving distance/length, time, liquid volume, mass/weight, and money.	4.MD.A.2
I can solve measurement problems change the measurement from a larger unit to a smaller unit.	4.MDA.3			x		4.MDA.3 Apply the area and perimeter formulas for rectangles.	I can apply the perimeter and area formula to rectangles.	4.MD.A.3
I can show and tell you about data	4.MDA.4			x		4.MDA.4 Create a line plot to display a data set (generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot. <small>{OBJ}OBJ{OBJ}OBJ{OBJ}</small> <small>{OBJ}OBJ</small>	I can make a line plot to show measurements and solve addition and subtraction problems involving fractions.	4.MD.B.4
I can show and tell you about angles and how to measure them.	4.MDA.5				x	4.MDA.5 Understand the relationship of an angle measurement to a circle.	I can understand that angles are measured with reference to a circle, with its center at the common endpoint of the rays.	4.MD.C.5
I can show and tell you about angles and how to measure them.	4.MDA.6				x	4.MDA.6 Measure and draw angles in whole number degrees using a protractor.	I can use a protractor to measure and draw angles in whole number degrees.	4.MD.C.6
I can show and tell you about angles and how to measure them.	4.MDA.7				x	4.MDA.7 Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems.	I can use addition and subtraction to find unknown angles in real world problems.	4.MD.C.7
I can count a collection of coins and bills greater than \$1.00.	4.MDA.8			x		4.MDA.8 Determine the value of a collection of coins and bills greater than \$1.00.	I can count a collection of coins and bills greater than \$1.00.	
I can show and tell you about the parts that make up various shapes.	4.G.1				x	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.	I can identify and draw points, lines, line segments, rays, angles, and perpendicular and parallel lines in 2 dimensional figures.	4.G.A.1
I can show and tell you about the parts that make up various shapes.	4.G.2				x	4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.	I can classify quadrilaterals based on parallel perpendicular lines.	4.G.A.2
I can show and tell you about the parts that make up various shapes.	4.G.3				x	4.G.3 Recognize right triangles as a category, and identify right triangles.	I can recognize and identify right triangles.	
I can show and tell you about the parts that make up various shapes.	4.G.4				x	4.G.4 Recognize a line of symmetry for a two – dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	I can recognize and identify lines of symmetry in 2 dimensional figures.	4.G.A.3

Social Studies		Q1	Q2	Q3	Q4	STANDARD DESCRIPTION	PARENT FRIENDLY STANDARDS
I can demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.	4-1.1	x				Summarize the spread of Native American populations using the Landbridge Theory.	I can summarize the spread of Native American populations through the Land Bridge Theory.
I can demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.	4-1.2	x				Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.	I can compare the life, environment, and culture of the major Native American groups.
I can demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.	4-1.3	x				Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.	I can explain the political, economic, and technological factors that led to the exploration of the New World.
I can demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.	4-1.4	x				Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.	I can summarize the accomplishments of the Viking, Portuguese, Spanish, English, and French explorers.
I can demonstrate an understanding of how the settlement of North America was influenced by the interactions of the Native Americans, Europeans, and Africans.	4-2.1		x			Summarize the cause-and-effect relationships of the Columbian Exchange.	I can summarize the cause and effect of the Columbian Exchange.
I can demonstrate an understanding of how the settlement of North America was influenced by the interactions of the Native Americans, Europeans, and Africans.	4-2.2		x			Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.	I can compare the European settlements in North America in terms of economy, religion, and lifestyle.
I can demonstrate an understanding of how the settlement of North America was influenced by the interactions of the Native Americans, Europeans, and Africans.	4-2.3		x			Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North America.	I can explain the effect the Triangular Trade, indentured servitude, and the enslaved and free Africans had on the development of North America.



I can demonstrate an understanding of how the settlement of North America was influenced by the interactions of the Native Americans, Europeans, and Africans.	4-2.4		x		Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade.	I can summarize the relationship between the Native Americans, Europeans, and Africans.
I can demonstrate an understanding of the conflict between the American colonies and England.	4-3.1		x		Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.	I can explain the major political and economic causes of the American Revolution and American resistance.
I can demonstrate an understanding of the conflict between the American colonies and England.	4-3.2		x	x	Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.	I can explain the importance of the ideas of government in the Declaration of Independence.
I can demonstrate an understanding of the conflict between the American colonies and England.	4-3.3		x	x	Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.	I can summarize the importance of the major battles of the American Revolution and the reasons for the American victories.
I can demonstrate an understanding of the conflict between the American colonies and England.	4-3.4		x	x	Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.	I can explain how the American Revolution affected attitudes toward slavery, women, and Native Americans.
I can demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.	4-4.1			x	Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.	I can compare the ideas in the Articles of Confederation with those in the U.S. Constitution.
I can demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.	4-4.2			x	Explain the structure and function of the legislative, executive, and judicial branches of the federal government.	I can explain the legislative, executive, and judicial branches of the government.
I can demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.	4-4.3			x	Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.	I can explain how the U.S. Constitution and Bill of Rights places an importance on the active involvement of citizens in government.
I can demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.	4-4.4			x	Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.	I can compare the roles and accomplishments of early leaders.

I can demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.	4-4.5			x	Compare the social and economic policies of the two political parties that were formed in America in the 1790s.	I can compare the social and economic policies of the two political parties formed in America in the 1790's.
I can demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.	4-5.1			x	Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike.	I can summarize the major expeditions that played a role in westward expansion.
I can demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.	4-5.2			x	Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny.	I can explain why and how people moved west.
I can demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.	4-5.3			x	Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.	I can explain the purpose, location, and impact of key United States possessions throughout the first half of the 19th century.
I can demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.	4-5.4			x	Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830.	I can summarize how land expansion, policies, and legislation affected Native Americans.
I can demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.	4-5.5			x	Explain how the Missouri Compromise, the fugitive slave laws, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision affected the institution of slavery in the United States and its territories.	I can explain how key events and policies affected slavery in the United States and its territories.
I can demonstrate an understanding of the causes, the course, and the effects of the American Civil War.	4-6.1			x	Explain the significant economic and geographic differences between the North and South.	I can explain the important economic and geographic differences between the North and South.
I can demonstrate an understanding of the causes, the course, and the effects of the American Civil War.	4-6.2			x	Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown.	I can explain how abolitionists played a part in the tensions between the North and South over slavery.
I can demonstrate an understanding of the causes, the course, and the effects of the American Civil War.	4-6.3			x	Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states' rights, the presidential election of 1860, and secession.	I can explain the specific events and issues that led to the Civil War.

I can demonstrate an understanding of the causes, the course, and the effects of the American Civil War.	4-6.4				x	Summarize significant battles, strategies, and turning points of the Civil War, including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the role of African Americans in the war, the surrender at Appomattox, and the assassination of President Lincoln.	I can summarize the important battles, strategies, and turning points of the Civil War.
I can demonstrate an understanding of the causes, the course, and the effects of the American Civil War.	4-6.5				x	Explain the social, economic, and political effects of the Civil War on the United States.	I can explain the social, economic, and political effects of the Civil War on the United States.