

Job Carr Cabin Museum Fourth Grade Curriculum

Common Core State Standards, Washington State Social Studies Learning Standards, and Washington State Visual Arts Learning Standards	
Lesson 1	<p>SSLS - Civics</p> <ul style="list-style-type: none"> C3.4.1 (TPS Priority Standard): Recognize that tribes have lived in North America since time immemorial. <p>SSLS - History</p> <ul style="list-style-type: none"> H1.4.2: Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: Growth of northwest tribes prior to treaties, immigration and settlement. H2.4.2 (TPS Priority Standard): Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.
Lesson 2	<p>CCSS - English Language Arts & Literacy</p> <ul style="list-style-type: none"> 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. RI.4.3: Explain events, procedures, ideas or concepts in a historical text, including what happened and why, based on specific information in the text. RF.4.4: Read with sufficient accuracy and fluency to support comprehension. SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly. <p>SSLS - Social Studies</p> <ul style="list-style-type: none"> SSS2.4.2: Identify the main ideas from a variety of print and non-print texts. <p>SSLS - Civics</p> <ul style="list-style-type: none"> C3.4.1 (TPS Priority Standard): Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation. <p>SSLS - History</p> <ul style="list-style-type: none"> H1.4.1: Create timelines to show how historical events are organized into time periods and eras. H1.4.2: Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: Growth of northwest tribes prior to treaties, maritime and overland exploration, immigration and settlement. H2.4.2 (TPS Priority Standard): Analyze and explain how people from various cultural and ethnic groups have shaped Washington state

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	<p>history.</p> <p>The Arts - Visual Arts</p> <ul style="list-style-type: none"> • Cr1.2.4: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Lesson 3	<p>CCSS - English Language Arts & Literacy</p> <ul style="list-style-type: none"> • 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. • RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. • RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. • RF.4.4: Read with sufficient accuracy and fluency to support comprehension. • W.4.8: 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. • W.4.9: Draw evidence from literary or information texts to support analysis, reflection and research. • SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly. • SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. • L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <p>SSLS - Social Studies</p> <ul style="list-style-type: none"> • SSS1.4.1: Identify the concepts used in documents and sources. • SSS3.4.1: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places. • SSS4.4.3 (TPS Priority Standard): Identify relevant evidence that draws information from multiple sources in response to compelling questions. <p>SSLS - Economics</p> <ul style="list-style-type: none"> • E1.4.1: Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants. <p>SSLS - History</p> <ul style="list-style-type: none"> • H2.4.2 (TPS Priority Standard): Analyze and explain how people

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	<p>from various cultural and ethnic groups have shaped Washington state history</p> <ul style="list-style-type: none"> • H2.4.3 (TPS Priority Standard): Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington. • H4.4.3: Compare information provided by different historical sources.
Lesson 4	<p>CCSS - English Language Arts & Literacy</p> <ul style="list-style-type: none"> • 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.4.4: Read with sufficient accuracy and fluency to support comprehension. • W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.4.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences. • L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing. • L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <p>SSLS - Social Studies</p> <ul style="list-style-type: none"> • SSS1.4.1: Identify the concepts used in documents and sources. • SSS2.4.1: Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations. <p>SSLS - Geography</p> <ul style="list-style-type: none"> • G1.4.1: Construct and use maps to explain the movement of peoples.
Lesson 5	<p>CCSS - English Language Arts & Literacy</p> <ul style="list-style-type: none"> • L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. <p>SSLS - Economics</p> <ul style="list-style-type: none"> • E1.4.1: Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants. <p>SSLS - History</p>

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	<ul style="list-style-type: none"> • H1.4.2: Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: immigration and settlement. <p>The Arts - Visual Arts</p> <ul style="list-style-type: none"> • Cr1.2.4: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Lesson 6	<p>CCSS - English Language Arts & Literacy</p> <ul style="list-style-type: none"> • 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. • RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3: Explain events, procedures, ideas or concepts in a historical text, including what happened and why, based on specific information in the text. • RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. • RF.4.4: Read with sufficient accuracy and fluency to support comprehension. • SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly. • SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. • L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <p>SSLS - Social Studies</p> <ul style="list-style-type: none"> • SSS1.4.1: Identify the concepts used in documents and sources. • SSS1.4.2: Evaluate primary and secondary sources. • SSS2.4.1: Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations. • SSS2.4.2: Identify the main ideas from a variety of print and non-print texts. • SSS4.4.1 (TPS Priority Standard): Draw clear, well-reasoned

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	<p>conclusions with explanations that are supported by print and non-print texts in a paper or presentation.</p> <ul style="list-style-type: none"> • SSS4.4.3 (TPS Priority Standard): Identify relevant evidence that draws information from multiple sources in response to compelling questions. <p>SSLS - Economics</p> <ul style="list-style-type: none"> • E1.4.1: Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants. • E1.4.2: Compare the costs and benefits of individual choices. <p>SSLS - History</p> <ul style="list-style-type: none"> • H1.4.2: Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: Growth of northwest tribes prior to treaties, immigration and settlement. • H2.4.1 (TPS Priority Standard): Analyze and explain how individuals have caused change in Washington state history. • H2.4.3 (TPS Priority Standard): Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington. • H3.4.1: Explain why individuals and groups in Washington state history differed in their perspectives. • H3.4.2: Explain connections between historical context and people's perspectives of Washington state history. • H3.4.4: Describe how people's perspectives shaped the historical sources they created. • H4.4.3: Compare information provided by different historical sources. <p>The Arts - Visual Arts</p> <ul style="list-style-type: none"> • Cr2.3.4: Document, describe, and represent regional constructed environments. • Cn11.1.4: Create works of art that reflect community cultural traditions.
Lesson 7	<p>SSLS - Social Studies</p> <ul style="list-style-type: none"> • SSS1.4.1: Identify the concepts used in documents and sources. <p>SSLS - Civics</p> <ul style="list-style-type: none"> • C3.4.1 (TPS Priority Standard): Recognize that tribes have lived in North America since time immemorial. <p>Health & Physical Education Standards - Health & Fitness</p> <ul style="list-style-type: none"> • PE2.3.4: Actively engage in physical education class. • PE3.6.4: Participate in developmentally appropriate activities to improve overall fitness.

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	<ul style="list-style-type: none"> • PE4.1.4: Demonstrate responsible behavior in a variety of physical activity environments. • PE4.4.4a: Recognize importance of accepting students of all skill abilities into physical activity. • PE4.5.4: Apply safety principles in physical activities (with self, with peers, with equipment).
Lesson 8	<p>CCSS - English Language Arts & Literacy</p> <ul style="list-style-type: none"> • W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.4.5: 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 and shorter time frames for a range of discipline-specific tasks, purposes and audiences. • L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing. • L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. <p>CCSS - Mathematics</p> <ul style="list-style-type: none"> • MD.A.2: Solve problems involving measurement and conversion of measurements. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. <p>SSLS - Geography</p> <ul style="list-style-type: none"> • G1.4.1: Construct and use maps to explain the movement of peoples. • G2.4.1 (TPS Priority Standard): Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people.
Lesson 9	<p>SSLS - History</p> <ul style="list-style-type: none"> • H1.4.1: Create timelines to show how historical events are organized into time periods and eras.

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	<ul style="list-style-type: none"> • H1.4.2: Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: immigration and settlement. • H2.4.1 (TPS Priority Standard): Analyze and explain how individuals have caused change in Washington state history. • H2.4.2 (TPS Priority Standard): Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history. • H2.4.3 (TPS Priority Standard): Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington. <p>The Arts - Visual Arts</p> <ul style="list-style-type: none"> • Cr1.2.4: Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Lesson 10	<p>CCSS - English Language Arts & Literacy</p> <ul style="list-style-type: none"> • RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text. • RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. • SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. <p>CCSS - Mathematics</p> <ul style="list-style-type: none"> • NBT.B.4: Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm. • MD.A.2: Solve problems involving measurement and conversion of measurements. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. <p>SSLS - Social Studies</p> <ul style="list-style-type: none"> • SSS1.4.1: Identify the concepts used in documents and sources. • SSS1.4.2: Evaluate primary and secondary sources. • SSS2.4.1: Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations. • SSS2.4.2: Identify the main ideas from a variety of print and non-print texts. • SSS3.4.1: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing

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	<p>local, regional, and global problems in various times and places.</p> <ul style="list-style-type: none"> • SSS4.4.1 (TPS Priority Standard): Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation. • SSS4.4.3 (TPS Priority Standard): Identify relevant evidence that draws information from multiple sources in response to compelling questions. <p>SSLS - Civics</p> <ul style="list-style-type: none"> • C3.4.1 (TPS Priority Standard): Recognize that tribes have lived in North America since time immemorial. <p>SSLS - Economics</p> <ul style="list-style-type: none"> • E1.4.1: Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants. • E.4.4.1 (TPS Priority Standard): Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest. <p>SSLS - Geography</p> <ul style="list-style-type: none"> • G2.4.1 (TPS Priority Standard): Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people. <p>SSLS - History</p> <ul style="list-style-type: none"> • H1.4.2: Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: immigration and settlement. • H2.4.2 (TPS Priority Standard): Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history. • H2.4.3 (TPS Priority Standard): Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington. • H3.4.1: Explain why individuals and groups in Washington state history differed in their perspectives. • H3.4.2: Explain connections between historical context and people's perspectives of Washington state history. • H3.4.3: Explain how the events of Washington state history contributed to the different perspectives between native and non-native people. • H3.4.4: Describe how people's perspectives shaped the historical sources they created. • H4.4.3: Compare information provided by different historical sources.
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	<p>The Arts - Visual Arts</p> <ul style="list-style-type: none"> • Cr7.2.4: Analyze, components in visual imagery that convey messages. • Cn11.1.4: Through observation, infer information about time, place, and culture in which a work of art was created.
Lesson 11	<p>SSLS - Economics</p> <ul style="list-style-type: none"> • E.4.4.1 (TPS Priority Standard): Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest. <p>SSLS - Geography</p> <ul style="list-style-type: none"> • G2.4.1 (TPS Priority Standard): Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people. <p>SSLS - History</p> <ul style="list-style-type: none"> • H1.4.2: Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: immigration and settlement. • H2.4.2 (TPS Priority Standard): Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history. • H2.4.3 (TPS Priority Standard): Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington. • H3.4.3: Explain how the events of Washington state history contributed to the different perspectives between native and non-native people. <p>The Arts - Visual Arts</p> <ul style="list-style-type: none"> • Cr2.3.4: Document, describe, and represent regional constructed environments. • Cn11.1.4: Create works of art that reflect community cultural traditions.
Lesson 12	<p>CCSS - English Language Arts & Literacy</p> <ul style="list-style-type: none"> • 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. • W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to

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interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- **W.4.8:** 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.
- **W.4.9:** Draw evidence from literary or information texts to support analysis, reflection, and research.
- **W.4.10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
- **SL.4.1:** Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing.
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SSLS – Social Studies

- **SSS1.4.1:** Identify the concepts used in documents and sources.
- **SSS2.4.1:** Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.
- **SSS3.4.1:** Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems in various times and places.
- **SSS4.4.1 (TPS Priority Standard):** Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.
- **SSS4.4.3 (TPS Priority Standard):** Identify relevant evidence that draws information from multiple sources in response to compelling questions.

SSLS – Economics

- **E1.4.1:** Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants.
- **E1.4.2:** Compare the costs and benefits of individual choices.
- **E.4.4.1 (TPS Priority Standard):** Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.

SSLS – History

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	<ul style="list-style-type: none"> • H1.4.2: Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889: immigration and settlement. • H2.4.1 (TPS Priority Standard): Analyze and explain how individuals have caused change in Washington state history. • H2.4.2 (TPS Priority Standard): Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history. • H2.4.3 (TPS Priority Standard): Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington. • H3.4.1: Explain why individuals and groups in Washington state history differed in their perspectives. • H3.4.2: Explain connections between historical context and people's perspectives of Washington state history. • H3.4.3: Explain how the events of Washington state history contributed to the different perspectives between native and non-native people. • H4.4.1: Recognize and explain significant historical events in Washington state that have implications for current decisions. • H4.4.2: Use evidence to develop a claim about Washington state, and tribal nations and groups. • H4.4.3: Compare information provided by different historical sources.
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Common Core State Standards for English Language Arts & Literacy

LESSON	RL	RI	RF	W	SL	L
1						
2		4.1 4.3	4.4		4.1	
3		4.1 4.2 4.9	4.3 4.4		4.1 4.2	4.3
4		4.1	4.4	4.1 4.4 4.10		4.1 4.2 4.3
5						4.6
6		4.1 4.2 4.3 4.6	4.3 4.4		4.1 4.2	4.3 4.4
7						
8				4.3 4.4 4.5 4.10		4.1 4.2 4.3 4.6
9						
10		4.4 4.8			4.2	
11						
12		4.1		4.1 4.4 4.5 4.6 4.8 4.9 4.10	4.1	4.1 4.2 4.3

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Washington State Social Studies Learning Standards

LESSON	Social Studies Skills	Civics	Economics	Geography	History
1		C3.4.1*			H1.4.2 H2.4.2*
2	SSS2.4.2	C3.4.1*			H1.4.1 H1.4.2 H2.4.2*
3	SSS1.4.1 SSS3.4.1 SSS4.4.3*		E1.4.1		H2.4.2* H2.4.3* H4.4.3
4	SSS1.4.1 SSS2.4.1			G1.4.1	
5			E1.4.1		H1.4.2
6	SSS1.4.1 SSS1.4.2 SSS2.4.1 SSS2.4.2 SSS4.4.1* SSS4.4.3*		E1.4.1 E1.4.2		H1.4.2 H2.4.1* H2.4.3* H3.4.1 H3.4.2 H3.4.4 H4.4.3
7		C3.4.1*			
8				G1.4.1 G2.4.1*	
9					H1.4.1 H1.4.2 H2.4.1* H2.4.2* H2.4.3*
10	SSS1.4.1 SSS1.4.2 SSS2.4.1 SSS2.4.2 SSS3.4.1 SSS4.4.1* SSS4.4.3*	C3.4.1*	E1.4.1 E4.4.1*	G2.4.1*	H1.4.2 H2.4.2* H2.4.3* H3.4.1 H3.4.2 H3.4.3 H3.4.4 H4.4.3

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11			E4.4.1*	G2.4.1*	H1.4.2 H2.4.2* H2.4.3* H3.4.3
12	SSS1.4.1 SSS2.4.1 SSS3.4.1 SSS4.4.1* SSS4.4.3*		E1.4.1 E1.4.2 E4.4.1*		H1.4.2 H2.4.1* H2.4.2* H2.4.3* H3.4.1 H3.4.2 H3.4.3 H4.4.1 H4.4.2 H4.4.3

*Tacoma Public Schools Social Studies Priority Standard