

# Fourth Grade History Curriculum

## Overview for Parents

**Teacher:** Peter Tenney

### Content or Content Goals

Attached you will find the “Core Knowledge Sequence” for fourth grade history. Please look the pages over to see the topics and units we cover this year. The only change in the sequence is that in grade four we cover the American Revolution unit in the fall term. In history, geography topics are handled within a unit’s historical context. There is also a separate geography curriculum taught by Mrs. Williamson. Certain history topics may be covered in greater depth than are others. Nevertheless, the benefit—and joy for me—in teaching this curriculum is to watch the sequence unfold in students’ minds, across the grades, as they develop what E.D. Hirsch calls the “mental Velcro” for history. I’ve already experienced the pleasure, from fourth through eighth grades, of relying on students’ memory of relevant material learned in their earlier years. For newer students, the fourth grade curriculum also affords us the opportunity to review ideas and events learned earlier at Crossroads.

### Expectations for Students

Class meets three days per week, and students should be prepared for class each day. This means students need to have with them (1) the current history book(s) in use, (2) pencils, (3) a notebook containing a section for history, and (4) a willingness to address issues that are raised in the reading and discussions.

Students receive a “Weekly Sheet.” It contains (1) a summary of the content and concept goals for the week, and (2) study questions focusing on key terms and concepts that come from their history reading. Practice in writing good answers to these questions is done in class on Mondays after students have a chance to do the reading. If students do not complete the work on Monday, Mrs. Williamson provides time in a study hall for them to do so. The goal is for students to get their history homework done while at school, though on occasions students will be encouraged to do some work at home.

In class, we’ll work from time to time – usually later in the week – on crafts projects to supplement the concepts introduced earlier. Lower School students traditionally love these opportunities, and my expectations are that students will give them their best effort. I do not expect that they demonstrate particular skill in the graphic arts.

### Contacting the Teacher

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