

State: GA

Subject: Social Studies (GSE)

Grade Level: 4

Standard	Study Island Topic
<u>Historical Understandings</u>	
SS4H1 Explain the causes, events, and results of the American Revolution.	
<p>SS4H1a Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.</p>	<ul style="list-style-type: none"> • Causes of the American Revolution
<p>SS4H1b Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.</p>	<ul style="list-style-type: none"> • Causes of the American Revolution
<p>SS4H1c Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.</p>	<ul style="list-style-type: none"> • Causes of the American Revolution
<p>SS4H1d Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.</p>	<ul style="list-style-type: none"> • Causes of the American Revolution • Declaration of Independence and the U.S. Constitution

SS4H2 Analyze the challenges faced by the framers of the Constitution.

SS4H2a Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).

- **Declaration of Independence and the U.S. Constitution**

SS4H2b Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

- **Declaration of Independence and the U.S. Constitution**

SS4H3 Explain westward expansion in America.

SS4H3a Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”

- **War of 1812 and Westward Expansion**

SS4H3b Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.

- **War of 1812 and Westward Expansion**

SS4H3c Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).

- **War of 1812 and Westward Expansion**

SS4H4 Examine the main ideas of the abolitionist and suffrage movements.

SS4H4a Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton,

- **Abolitionism, Suffragism, and the Civil War**

SS4H5 Explain the causes, major events, and consequences of the Civil War.

SS4H5a Identify *Uncle Tom’s Cabin* and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War.

- **Abolitionism, Suffragism, and the Civil War**

SS4H5b Discuss how the issues of states’ rights and slavery increased tensions between the North and South.

- **Abolitionism, Suffragism, and the Civil War**

SS4H5c Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.

- **Abolitionism, Suffragism, and the Civil War**

SS4H5d Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.

- **Abolitionism, Suffragism, and the Civil War**

SS4H5e Describe the effects of war on the North and South.

- **Abolitionism, Suffragism, and the Civil War**

SS4H6 Analyze the effects of Reconstruction on American life.

SS4H6a Describe the purpose of the 13th, 14th, and 15th Amendments.

- **Reconstruction**

SS4H6b Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau).

- **Reconstruction**

SS4H6c Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.

- **Reconstruction**

SS4H6d Describe the effects of Jim Crow

- **Reconstruction**

laws and practices.

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Geographic Understandings

SS4G1 Locate important physical and man-made features in the United States.

SS4G1a Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.

- **U.S. Geography and Physical/Human Systems**

SS4G1b Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

- **U.S. Geography and Physical/Human Systems**

SS4G2 Describe how physical systems affect human systems.

SS4G2a Explain how each force (American and British) attempted to use the physical geography of each battle site (Lexington and Concord, Saratoga, and Yorktown) to its benefit.

- **U.S. Geography and Physical/Human Systems**

SS4G2b Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.

- **U.S. Geography and Physical/Human Systems**

Government/Civic Understandings

SS4CG1 Describe the meaning of:

SS4CG1a Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

- **Democratic Principles and the Bill of Rights**

SS4CG1b “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or

- **Democratic Principles and the Bill of Rights**

popular sovereignty

SS4CG1c The federal system of government in the U.S. (federal powers, state powers, and shared powers)	<ul style="list-style-type: none">• Democratic Principles and the Bill of Rights
SS4CG1d Representative democracy/republic	<ul style="list-style-type: none">• Democratic Principles and the Bill of Rights
SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.	
SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.	<ul style="list-style-type: none">• Democratic Principles and the Bill of Rights
SS4CG3 Describe the structure of government and the Bill of Rights.	
SS4CG3a Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.	<ul style="list-style-type: none">• Democratic Principles and the Bill of Rights
SS4CG3b Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.	<ul style="list-style-type: none">• Democratic Principles and the Bill of Rights
<u>Economic Understandings</u>	
SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.	
SS4E1a Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).	<ul style="list-style-type: none">• Economic Concepts

<p>SS4E1b Explain how price incentives affect people’s behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce.</p>	<ul style="list-style-type: none"> • Economic Concepts
<p>SS4E1c Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).</p>	<ul style="list-style-type: none"> • Economic Concepts
<p>SS4E1d Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p>	<ul style="list-style-type: none"> • Economic Concepts
<p>SS4E1e Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).</p>	<ul style="list-style-type: none"> • Economic Concepts
<p>SS4E1f Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).</p>	<ul style="list-style-type: none"> • Economic Concepts
<p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p>	
<p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p>	<ul style="list-style-type: none"> • Economic Decisions
<p><u>Map and Globe Skills</u></p>	
<p>GOAL: The student will use maps to retrieve social studies information. I: indicates when a skill is introduced in the standards and elements as part of the content D: indicates grade levels where the teacher must develop that skill using the appropriate content M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations</p>	

A: indicates grade levels where students will continue to apply and improve mastered skills

<p>SSMG1 use a compass rose to identify cardinal directions</p>	<ul style="list-style-type: none"> • Embedded
<p>SSMG2 use intermediate directions</p>	<ul style="list-style-type: none"> • Embedded
<p>SSMG3 use a letter/number grid system to determine location</p>	<ul style="list-style-type: none"> • Embedded
<p>SSMG4 compare and contrast the categories of natural, cultural, and political features found on maps</p>	<ul style="list-style-type: none"> • Map, Globe, and Information Processing Skills
<p>SSMG5 use graphic scales to determine distances on a map</p>	<ul style="list-style-type: none"> • Map, Globe, and Information Processing Skills
<p>SSMG6 use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p>	<ul style="list-style-type: none"> • Map, Globe, and Information Processing Skills
<p>SSMG7 use a map to explain impact of geography on historical and current events</p>	<ul style="list-style-type: none"> • Map, Globe, and Information Processing Skills
<p>SSMG8 draw conclusions and make generalizations based on information from maps</p>	<ul style="list-style-type: none"> • Embedded
<p>SSMG9 use latitude and longitude to determine location</p>	<ul style="list-style-type: none"> • Map, Globe, and Information Processing Skills
<p>SSMG10 compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p>	<ul style="list-style-type: none"> • Embedded
<p>SSMG11 compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p>	<ul style="list-style-type: none"> • Embedded

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

SSIP1 compare similarities and differences	<ul style="list-style-type: none">• Embedded
SSIP2 organize items chronologically	<ul style="list-style-type: none">• Embedded
SSIP3 identify issues and/or problems and alternative solutions	<ul style="list-style-type: none">• N.A
SSIP4 distinguish between fact and opinion	<ul style="list-style-type: none">• Embedded
SSIP5 identify main idea, detail, sequence of events, and cause and effect in a social studies context	<ul style="list-style-type: none">• Embedded
SSIP6 identify and use primary and secondary sources	<ul style="list-style-type: none">• Map, Globe, and Information Processing Skills
SSIP7 interpret timelines	<ul style="list-style-type: none">• Embedded
SSIP8 identify social studies reference resources to use for a specific purpose	<ul style="list-style-type: none">• Map, Globe, and Information Processing Skills
SSIP9 construct charts and tables	<ul style="list-style-type: none">• N.A
SSIP10 analyze artifacts	<ul style="list-style-type: none">• Map, Globe, and Information Processing Skills
SSIP11 draw conclusions and make generalizations	<ul style="list-style-type: none">• Embedded
SSIP12 analyze graphs and diagrams	<ul style="list-style-type: none">• Map, Globe, and Information Processing Skills

<p>SSIP13 translate dates into centuries, eras, or ages</p>	<ul style="list-style-type: none"> • Map, Globe, and Information Processing Skills
<p>SSIP14 formulate appropriate research questions</p>	<ul style="list-style-type: none"> • N.A
<p>SSIP15 determine adequacy and/or relevancy of information</p>	<ul style="list-style-type: none"> • N.A
<p>SSIP16 check for consistency of information</p>	<ul style="list-style-type: none"> • N.A
<p>SSIP17 interpret political cartoons</p>	<ul style="list-style-type: none"> • Map, Globe, and Information Processing Skills