Social Studies Curriculum Guide

FOURTH GRADE

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If you wish to make a complaint or request accommodation or modification due to discrimination in any program, activity, or service, contact Compliance Coordinator, Ron Wade, 786 Cleveland Avenue, SW, Atlanta, Georgia 30315, or phone 404-763-4585. TTY 1-800-255-0135.
Grade/Course: *Grade Four* – United States History: Beginnings to 1860

**Unit One: Native American Cultures**

**Themes and Concepts/Topics:**
- **Place and Location**
  - physical features – Atlantic Coastal Plain, Great Plains, Great Plains, Continental Divide, Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, Great Lakes
  - Native American cultures – Inuit, Kwakiutl, Nez Perce, Hopi, Pawnee, Seminole
- **Interaction**
  - Native Americans with the environment
- **Benefits and Costs**
  - voluntary exchange

**Key People**
- John Cabot, Vasco Nunez de Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, Jacques Cartier

**Standards:** H1a, b; G1a; G2a; E1d
3 weeks

**Unit Two: European Exploration in North America**

**Themes and Concepts/Topics:**
- **Place and Location**
  - New England colonies
  - Mid-Atlantic colonies
  - Southern colonies
- **Interaction**
  - early explorers with the environment
  - Europeans with indigenous peoples
- **Cooperation and Conflict**
  - colonists with the environment
- **Benefits and Costs**
  - reasons for European exploration
  - specialization
  - price incentives
  - voluntary exchange

**Key People**
- King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams

**Standards:** H2a, b; G2b; CG5; E1a
2 weeks

**Unit Three: Colonial America**

**Themes and Concepts/Topics:**
- **Place and Location**
  - major battles (Lexington, Concord, Yorktown)
  - physical geography of each battle site
- **Cooperation and Conflict**
  - Parliament’s Actions
  - colonial reactions
  - Declaration of Independence
  - American Revolution
- **Civic Ideals**
  - natural rights
  - liberty
  - representation
  - self-government
  - patriotism

**Key People**
- large landowners
- farmers
- artisans
- women
- indentured servants
- slaves
- Native Americans

**Standards:** H3a, b; G2c; CG5, E1b,c
2 weeks

**Unit Four: The American Revolution**

**Themes and Concepts/Topics:**
- **Place and Location**
  - major battles (Lexington, Concord, Yorktown)
- **Cooperation and Conflict**
  - Parliament’s Actions
  - colonial reactions
  - Declaration of Independence
  - American Revolution

**Standards:** H4a-d; G1b; G2d; CG1a; E1b,c
3 weeks
**Grade/Course:** *Grade Four* – United States History: Beginnings to 1860

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<th>Unit</th>
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<td>The New Nation</td>
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| Six    | Westward Expansion         | H5e; H6a,b; H7a,b; G1a,b; G2e; CG2; CG4a,b; CG5; E1f |
|        | Place and Location         | 3 weeks    |
|        |   - Louisiana Purchase     |
|        |   - Texas                  |
|        |   - Oregon Trail           |
|        |   - California             |
|        | Cooperation and Conflict   |            |
|        |   - War of 1812            |
|        | Expansion and Change       |            |
|        |   - Territorial growth of the U.S. |
|        |   - impact of steam power and telegraph |
|        | Benefits and Costs         |            |
|        |   - impact of new technology and territorial growth on business productivity |

| Seven  | Personal Finance           | E2         |
|        | Benefits and Costs         | 2 weeks    |
|        |   - personal budgeting     |
|        |   - saving                 |
|        |   - spending               |
|        | Key People                 |            |
|        |   - Lewis and Clark        |
|        |   - Truth, Tubman, Stanton |

August 2009
# Grade 4
## Unit 1: Native American Culture

**Elaborated Unit Focus:** The focus of this unit is Native American cultures located in North America and the cultures’ relationships to the environment.

## GPS Standards:

### History

**SS4H1** The student will describe how early Native American cultures developed in North America.
- Locate where Native Americans settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole).
- Describe how Native Americans used their environment to obtain food, clothing, and shelter.

### Geography

**SS4G1** The student will be able to locate important physical and man-made features in the United States.
- Locate major physical features of the United States; include the Atlantic Coastal Plain, Great Plains, Continental Divide, the Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes.

**SS4G2** The student will describe how physical systems affect human systems.
- Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
- Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
- Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.
- Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).
- Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

### Economics

**SS4E1** The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
- Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).
- Explain how price incentives affect people’s behavior and choices (such as colonial decisions about what crops to grow and products to produce).
- Describe how specialization improves standards of living (such as differences in the economies in the New England, Mid-Atlantic, and Southern colonies).
- Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).
- Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).
- Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).
Unit 1
Enduring Understandings and Unit Essential Questions

Physical and man-made features define a place.
- How are North America’s physical features (Atlantic Coastal Plain, Great Plains, Continental Divide, The Great Basin, Death Valley, Gulf of Mexico, St. Lawrence River, and the Great Lakes) unique? (SS4G1a)

Geography influences the way societies develop.
- How did the environments of the regions of North America impact the choices Native Americans (Arctic – Inuit, Northwest - Kwakiutl, Plateau - Nez Perce, Southwest – Hopi, Plains – Pawnee, and Southeastern – Seminole) made concerning food, clothing, and shelter? (SS4G2a; SS4H1a,b; SS4E1)

The movement of people, ideas, and goods has a profound influence on a society.
- How did trade and specialization among Native American groups influence their development? (SS4E1)
Grade Four
Unit 2: European Exploration in North America

Elaborated Unit Focus: The focus of this unit is the European exploration of North America and how European interaction with Native Americans altered both cultures.

GPS Standards:

History
SS4H2 The student will describe European exploration in North America.
a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.
b. Describe examples of cooperation and conflict between Europeans and Native Americans.

Geography
SS4G2 The student will describe how physical systems affect human systems.
a. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.
d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).
e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

Civics and Government
SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

Economics
SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).
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Unit 2
Enduring Understandings and Unit Essential Questions

The movement of people, ideas, and goods has a profound influence on a society.

- Why did Europeans begin exploring other lands? (SS4H2a; SS4E1)
- How were obstacles overcome in order to explore and establish colonies? (SS4H2a; SS4G2b)
- How did European exploration and colonization affect both the native peoples and the Europeans? (SS4H2b; SS4E1)

Physical and cultural features and climate affect the development of a region.

- How did European explorers and colonists adapt to the environments they encountered in the New World? (SS4G2b; SS4H2a,b)

Individuals develop and change societies.

- How did John Cabot, Vasco Nunez de Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier help further the goals of the countries for which they sailed? (SS4H2a; SS4E1)
- How did these explorers exhibit courage, patriotism, honesty, and trustworthiness? (SS4H2a; SS4CG5)
Elaborated Unit Focus: The focus of this unit is the settlement of the thirteen British colonies in North America and how they were similar and different regarding geographic setting, and social, political and economic traits.

GPS Standards:

History
SS4H3 The student will explain the factors that shaped British colonial America.
   b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

Geography
SS4G2 The student will describe how physical systems affect human systems.
   c. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
   d. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
   c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.
   d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).
   e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

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SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

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   f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).
Unit 3
Enduring Understandings and Unit Essential Questions

Geography influences the way societies develop.
- How did the physical geography of New England, the Mid-Atlantic, and Southern colonies influence and shape the way colonists lived and worked? (SS4H3a,b; SS4G2c; SS4E1)
- How did the location of each colony help determine economic activities in the colony? (SS4G2c; SS4H3a; SS4E1)

Individuals develop and change societies.
- How did large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans play a role in the development of the colonies? (SSH3b; SS4E1)
- How did colonial leaders exhibit courage, patriotism, honesty and trustworthiness? (SS4CG5; SS4H3b)
Grade Four
Unit 4: The American Revolution

Elaborated Unit Focus: The focus of this unit is the causes and effects of the American Revolution and the contributions of the various individuals who helped create the United States.

GPS Standards:

History
SS4H4 The student will explain the causes, events, and results of the American Revolution.
   a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.
   b. 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.
   c. 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.
   d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

Geography
SS4G1 The student will be able to locate important physical and man-made features in the United States.
   b. Locate major man-made features; include New York City, NY; Boston, MA; and Philadelphia, PA.

Geography
SS4G2 The student will describe how physical systems affect human systems.
   c. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
   d. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
   e. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
   f. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

Civics and Government
SS4CG1 The student will describe the meaning of
   a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).

Economics
SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
   a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).
   b. Explain how price incentives affect people’s behavior and choices (such as colonial decisions about what crops to grow and products to produce).
   c. Describe how specialization improves standards of living (such as differences in the economies in the New England, Mid-Atlantic, and Southern colonies).
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   e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).
   f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).
Unit 4
Enduring Understandings and Essential Questions

Physical and cultural features and climate affect the development of a region.
- Why were New York City, Boston, and Philadelphia geographically important during the American Revolution? (SS4G1b; SS4H4a, b, c; SS4E1)
- How did the colonists and British use their knowledge of the land to fight during the American Revolution? (SS4G2d; SS4H4a, c)

Nations build upon both conflict and compromise.
- Why was the American Revolution caused by a failure to compromise (British Imperial Policy: the 1765 Stamp Act, “no taxation without representation!”), Sons of Liberty, the Boston Tea Party)? (SS4H4, SS4G1b, SS4CG1a, SS4E1)
- Why did the American colonists and the British have such different reactions to the end of the French and Indian War? (SS4H4; SS4CG1a; SS4E1)

For a democracy to endure, all of its citizens should have political, social, and economic rights.
- Why was the signing of the Declaration of Independence a key event of the American Revolution? (SS4H4b,d; SS4G1b; SS4CG1a; SS4E1)
- Why are natural rights important? (SS4H4b; SS4CG1a)

Fighting a war comes at a great cost.
- Why did the colonists choose to make sacrifices to gain their independence? (SS4H4; SS4CG1a; SS4E1)
- How were the Americans able to defeat the British in the American Revolution? (SS4H4c,d; SS4G2d; SS4E1)

Individuals develop and change societies.
- How did King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams contribute to the establishment of the United States of America? (SS4H4d)
Grade Four
Unit 5: The New Nation

Elaborated Unit Focus: The focus of this unit is how the Constitution was written and how it organizes the government into a federal system that protects the rights and freedoms of American citizens.

GPS Standards:

History
SS4H5 The student will analyze the challenges faced by the new nation.
  a. Identify the weaknesses of the government established by the Articles of Confederation.
  b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.
  c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.
  d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.
  e. Describe the causes and events of the War of 1812; include burning of the Capitol and the White House.

Civics and Government
SS4CG1 The student will describe the meaning of
  a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).
  b. “We the people” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.
  c. The federal system of government in the U.S.
SS4CG2 The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.
SS4CG3 The student will describe the functions of government.
  a. Explain the process for making and enforcing laws.
  b. Explain managing conflicts and protecting rights.
  c. Describe providing for the defense of the nation.
  d. Explain limiting the power of people in authority.
  e. Explain the fiscal responsibility of government.
SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.
  a. Explain the necessity of respecting the rights of others and promoting the common good.
  b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).
SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

Economics
SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
  a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).
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  d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).
  e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).
  f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).
Unit 5
Enduring Understandings and Unit Essential Questions

Compromise and conflict contribute to a nation’s development.
- Why would Americans favor a weak central government after the Revolution? (SS4H5a; SS4CG1a)
- How did the major issues debated at the Constitutional Convention result in a long-lasting document? (SS4H5b; SSG1b,c; SS4E1)

All decisions have both benefits and costs.
- How was the decision to revise the Articles of Confederation based on political and economic factors? (SS4H5a; SS4CG4a; SS4E1)

For a democracy to endure, all of its citizens should have political, social, and economic rights.
- How does the Preamble to the Constitution reflect the will of the people? (SS4CG1b; SS4E1)
- How did the framers of the Constitution prevent the central government from becoming too powerful? (SS4H5c,d; SS4CG1c; SS4CG2; SS4CG3a,b,c,d,e)
- How can citizens demonstrate their responsibilities and rights? (SS4CG1a; SS4CG4a,b)

Individuals develop and change societies.
- How did James Madison and Benjamin Franklin exhibit the characteristics of honesty, patriotism, courage, and trustworthiness as delegates to the Constitutional Convention? (SS4GC5; SS4H5b)
Elaborated Unit Focus: The focus of this unit is the expansion and growth of the United States, with emphasis on changes in technology, territorial expansion, and citizens’ rights.

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<td>SS4H6 The student will explain westward expansion of America between 1801 and 1861.</td>
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<td>a. 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).</td>
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<td>b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.</td>
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<td>c. Describe the impact of westward expansion on Native Americans.</td>
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<td>SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.</td>
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<td>a. Discuss biographies of Harriet Tubman, and Elizabeth Cady Stanton</td>
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<td>b. Explain the significance of Sojourner Truth to the abolitionist and suffrage movements.</td>
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SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.
  a. Explain the necessity of respecting the rights of others and promoting the common good.
  b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).
SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

Economics
SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
  a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).
  b. Explain how price incentives affect people’s behavior and choices (such as colonial decisions about what crops to grow and products to produce).
  c. Describe how specialization improves standards of living (such as differences in the economies in the New England, Mid-Atlantic, and Southern colonies).
  d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).
  e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).
  f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).
Unit 6
Enduring Understandings and Unit Essential Questions

Geography influences the way a society develops.
- How did major physical and man-made features affect the expansion of the United States? (SS4H6a,b; SS4G1a,b; SS4G2e; SS4E1)

Territorial and economic growth changes politics and society.
- How did the War of 1812 contribute to the stability of the United States? (SS4H5e; SS4G1a; SS4E1)
- Why did the United States expand its territories (Louisiana Purchase and Lewis and Clark, Texas and the Alamo and Independence, Oregon and the Oregon Trail, California and the Gold Rush and mining towns) between 1800 and 1860? (SS4H6; SS4G1b; SS4G2e; SS4E1)
- How did changes in transportation (the Erie Canal, steam boat, locomotive) and communication (telegraph) change life in the United States? (SS4H6b; SS4G1; SS4E1)
- How did the suffrage and abolitionist movements change politics and society in the mid-1800s? (SS4H7; SS4CG2; SS4CG4a,b)

Individuals develop and change societies.
- How did the Lewis and Clark expedition exhibit honesty, courage, patriotism, and trustworthiness in completing its mission? (SS4H6a; SS4G1a; SS4G2e; SS4CG5)
- How did Sojourner Truth, Elizabeth Cady Stanton, and Harriett Tubman exhibit honesty, courage, patriotism, and trustworthiness? (SS4H7; SS4CG2; SS4CG4; SS4CG5)
Elaborated Unit Focus: The focus of this unit is the self-discipline required to make informed and reasoned decisions concerning wise spending and saving choices.

GPS Standards:

Economics
SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.
Unit 7
Enduring Understandings and Unit Essential Questions

All decisions have both benefits and costs.
- What are the benefits and costs of personal budgeting? (SS4E2)
- What are the benefits and costs of saving? (SS4E2)
- What are the benefits and costs of making purchases? (SS4E2)
Grade Four
Summary of Enduring Understandings

Unit One: Native American Culture
- Physical and man-made features define a place.
- Geography influences the way societies develop.
- The movement of people, ideas, and goods has a profound influence on a society.

Unit Two: European Exploration in North America
- The movement of people, ideas, and goods has a profound influence on a society.
- Physical and cultural features and climate affect the development of a region.
- Individuals develop and change societies.

Unit Three: Colonial America
- Geography influences the way societies develop.
- Individuals develop and change societies.

Unit Four: The American Revolution
- Physical and cultural features and climate affect the development of a region.
- Nations build upon both conflict and compromise.
- For a democracy to endure, all of its citizens should have political, social, and economic rights.
- Fighting a war comes at a great cost.
- Individuals develop and change societies.

Unit Five: The New Nation
- Compromise and conflict contribute to a nation’s development.
- All decisions have both benefits and costs.
- For a democracy to endure, all of its citizens should have political, social, and economic rights.
- Individuals develop and change societies.

Unit Six: Westward Expansion
- Geography influences the way a society develops.
- Territorial and economic growth changes politics and society.
- Individuals develop and change societies.

Unit Seven: Personal Finance
- All decisions have both benefits and costs.
# Social Studies Skills Matrices

## Map and Globe Skills

**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

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

<table>
<thead>
<tr>
<th>Map and Globe Skills</th>
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<th>9-12</th>
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</thead>
<tbody>
<tr>
<td>1. use cardinal directions</td>
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<td>2. use intermediate directions</td>
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<td>3. use a letter/number grid system to determine location</td>
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<td>4. compare and contrast the categories of natural, cultural, and political features found on maps</td>
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<td>5. use inch to inch map scale to determine distance on map</td>
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<td>6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps</td>
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<td>7. use a map to explain impact of geography on historical and current events</td>
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<td>8. draw conclusions and make generalizations based on information from maps</td>
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<td>9. use latitude and longitude to determine location</td>
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<td>10. use graphic scales to determine distances on a map</td>
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<td>11. 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</td>
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<td>12. compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</td>
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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

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<tbody>
<tr>
<td>1. compare similarities and differences</td>
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<td>2. organize items chronologically</td>
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<td>3. identify issues and/or problems and alternative solutions</td>
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<td>4. distinguish between fact and opinion</td>
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<td>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
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<td>6. identify and use primary and secondary sources</td>
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<td>7. interpret timelines</td>
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<td>8. identify social studies reference resources to use for a specific purpose</td>
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<td>9. construct charts and tables</td>
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<td>10. analyze artifacts</td>
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<td>12. analyze graphs and diagrams</td>
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<td>13. translate dates into centuries, eras, or ages</td>
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<td>14. formulate appropriate research questions</td>
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<td>15. determine adequacy and/or relevancy of information</td>
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<td>16. check for consistency of information</td>
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<td>17. interpret political cartoons</td>
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