

Social Studies Curriculum Map 2020-2021
Grade/Course: Grade Four –United States History: Beginnings to 1877

GSE 4 th Grade Curriculum Map							
Unit 1		Unit 2		Unit 3		Unit 4	
The American Revolution		The New Nation		Westward Expansion		The Civil War	
3 weeks		3 weeks		3 weeks		2 weeks	
Grade Level Standard	Prerequisite Standards Mastery Assessment	Grade Level Standard	Prerequisite Standards Mastery Assessment	Grade Level Standard	Prerequisite Standards Mastery Assessment	Grade Level Standard	Prerequisite Standards Mastery Assessment
SS4H1a	SS3H3c	SS4H2a		SS4H3a		SS4H5a	
SS4H1b		SS4H2b		SS4H3b		SS4H5b	
SS4H1c		SS4CG1a		SS4H3c		SS4H5c	
SS4H1d		SS4CG1b		SS4H4a		SS4H5d	
SS4G1b		SS4CG1c		SS4G1a		SS4H5e	
SS4G2a	SS3G3	SS4CG1d		SS4G1b		SS4G1b	
SS4CG1a	SS3CG2a, b	SS4CG2		SS4G2b		SS4E1c	SS3E3
SS4E1b	SS3E3	SS4CG3a	SS3CG1	SS4CG2	SS3G3		
SS4E1c	SS3E4	SS4CG3b		SS4E1a	SS3E3		
		SS4E1e	SS3E3	SS4E1d	SS3E4		
				SS4E1f	SS3E1		
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Unit 5				Unit 6			
Reconstruction				Personal Finance			
2 weeks				2 weeks			
Grade Level Standard	Prerequisite Standards Mastery Assessment	Grade Level Standard	Prerequisite Standards Mastery Assessment	Grade Level Standard	Prerequisite Standards Mastery Assessment	Grade Level Standard	Prerequisite Standards Mastery Assessment
SS4H6a		E2	SS3E4				
SS4H6b							
SS4H6c							
SS4H6d							
SS4CG1a	SS3CG2						
SS4CG2a							
SS4E1b	SS3E3a						
SS4E1c	SS3E3c						
SS4E1f	SS3E1						

KEY: H= History, G = Geography, CG = Civics and Government, E= Economics

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Unit 1	Unit 2	Unit 3
The American Revolution	The New Nation	Westward Expansion
<p><u>SS3H3 Explain the factors that shaped British Colonial America.</u> c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</p> <p><u>SS4H1 Explain the causes, events, and results of the American Revolution.</u> a. 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. b. 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. 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. 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. <u>SS4G1 Locate important physical and man-made features in the United States.</u> b. 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.</p>	<p><u>SS4H2 Analyze the challenges faced by the framers of the Constitution.</u> a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin). b. 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). <u>SS4CG1 Describe the meaning of:</u> 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. (federal powers, state powers, and shared powers) d. Representative democracy/republic <u>SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.</u> <u>SS3CG1 Describe the elements of representative democracy/republic in the United States.</u> a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States). b. Describe the three branches of state government: executive (governor), legislative (Georgia</p>	<p><u>SS4H3 Explain westward expansion in America.</u> a. 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.” b. 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. c. 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). <u>SS4H4 Examine the main ideas of the abolitionist and suffrage movements.</u> a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman. <u>SS4G1 Locate important physical and man-made features in the United States.</u> a. 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. b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA;</p>

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<p><u>SS3G3 Describe how physical systems affect human systems.</u> a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not. b. Describe how the early explorers (SS3H2a) 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.</p> <p><u>SS4G2 Describe how physical systems affect human systems.</u> a. 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.</p> <p><u>SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</u> 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, and communicating with public officials).</p> <p><u>SS4CG1 Describe the meaning of:</u> a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p><u>SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.</u></p>	<p>General Assembly), and judicial (Supreme Court of Georgia). c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p> <p><u>SS4CG3 Describe the structure of government and the Bill of Rights.</u> a. 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. b. 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.</p> <p><u>SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.</u> a. Describe the interdependence of consumers and producers. b. Describe how goods and services are allocated by price in the marketplace. c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries. d. Explain that most countries create their own currency for use as money.</p> <p><u>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</u> e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).</p>	<p>Washington, D.C.; Gettysburg, PA; and the Erie Canal.</p> <p><u>SS3G3 Describe how physical systems affect human systems.</u> a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not. b. Describe how the early explorers (SS3H2a) 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.</p> <p><u>SS4G2 Describe how physical systems affect human systems.</u> b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p> <p><u>SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.</u> <u>SS3E1 Define and give examples of the four types of productive resources.</u> a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)</p> <p><u>SS3E3 Give examples of Interdependence and trade and explain the benefits of voluntary exchange.</u></p>
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<p>a. Describe the interdependence of consumers and producers.</p> <p>b. Describe how goods and services are allocated by price in the marketplace.</p> <p>c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries.</p> <p>d. Explain that most countries create their own currency for use as money.</p> <p><u>SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.</u></p> <p><u>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</u></p> <p>b. 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> <p>c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).</p>		<p>a. Describe the interdependence of consumers and producers.</p> <p>b. Describe how goods and services are allocated by price in the marketplace.</p> <p>c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries.</p> <p>d. Explain that most countries create their own currency for use as money.</p> <p><u>SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.</u></p> <p><u>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</u></p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p>d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p>f. 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> <p><u>SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.</u></p>
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Unit 4	Unit 5	Unit 6
The Civil War	Reconstruction	Personal Finance
<p><u>SS4H5 Explain the causes, major events, and consequences of the Civil War.</u></p> <p>a. 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.</p> <p>b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South.</p> <p>c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House.</p> <p>d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.</p> <p>e. Describe the effects of war on the North and South.</p> <p><u>SS4G1 Locate important physical and man-made features in the United States.</u></p> <p>c. 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.</p> <p><u>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</u></p> <p>c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).</p> <p><u>SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.</u></p> <p>a. Describe the interdependence of consumers and producers.</p>	<p><u>SS4H6 Analyze the effects of Reconstruction on American life.</u></p> <p>a. Describe the purpose of the 13th, 14th, and 15th Amendments.</p> <p>b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau).</p> <p>c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</p> <p>d. Describe the effects of Jim Crow laws and practices.</p> <p><u>SS4CG1 Describe the meaning of:</u></p> <p>a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p><u>SS3CG2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</u></p> <p>a. Explain the necessity of respecting the rights of others and promoting the common good.</p> <p>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, and communicating with public officials).</p> <p><u>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</u></p> <p>b. Explain how price incentives affect people’s behavior and choices: decisions about what</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>

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<p>b. Describe how goods and services are allocated by price in the marketplace.</p> <p>c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries.</p>	<p>crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce.</p> <p>c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).</p> <p>f. 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> <p><u>SS3E1 Define and give examples of the four types of productive resources.</u></p> <p>c. Capital (capital goods)</p> <p>d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)</p> <p><u>SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.</u></p> <p>a. Describe the interdependence of consumers and producers.</p> <p>b. Describe how goods and services are allocated by price in the marketplace.</p> <p>c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries.</p>	
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