

# Social Studies Pacing Guide

4<sup>th</sup> Grade



Q1	Unit 1: Connecting Themes	Unit 2: The Discovery of North America
Time	5 days (1 week)	34 days (7 weeks)
Days	Aug. 10- 14, 2015	August 17 – October 2, 2015
Georgia Content Focus Standards	<ul style="list-style-type: none"> <li>Overview of all themes</li> <li>Rituals and Routines</li> </ul> <p><b>Green Highlight=50% of GA Milestones</b></p>	<p><b>SS4G1 The student will be able to locate important physical and man-made features in the United States.</b></p> <p>a. Locate major physical features of the United States:</p> <p><b>Atlantic Coastal Plain</b>  <b>Great Plains</b>  <b>Continental Divide</b>  <b>Great Basin</b>  <b>Death Valley</b>  <b>Gulf of Mexico</b>  <b>St. Lawrence River</b>  <b>Great Lakes.</b></p> <p>b. Locate major man-made features:</p> <p><b>New York City, NY</b>  <b>Boston, MA</b>  <b>Philadelphia, PA</b>  <b>Erie Canal</b></p> <p><b>SS4H1 The student will describe how early Native American cultures developed in North America.</b></p> <p>a. Locate where Native Americans settled with emphasis on:</p> <p><b>Arctic (Inuit)</b>  <b>Northwest (Kwakiutl)</b>  <b>Plateau (Nez Perce)</b></p> <p><b>Southwest (Hopi)</b>  <b>Plains (Pawnee)</b>  <b>Southeast (Seminole)</b></p> <p>b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.</p> <p><b>SS4H2 The student will describe European exploration in North America.</b></p> <p>a. Describe the reasons for, obstacles to, accomplishments of the Spanish, French, English explorations:</p> <p><b>John Cabot</b>  <b>Vasco Núñez de Balboa</b>  <b>Juan Ponce de León</b></p> <p><b>Christopher Columbus</b>  <b>Henry Hudson</b>  <b>Jacques Cartier</b></p> <p>b. Describe examples of cooperation and conflict between Europeans and Native Americans.</p> <p><b>SS4G2 The student will describe how physical systems affect human systems.</b></p> <p>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.</p> <p>b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p> <p><b>SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b></p> <p>a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).</p>

Quarterly Benchmark Assessment Window ---- Oct. 5 -9, 2015

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Q2		Unit 3: The Colonization of North America
Time		10 days (2 weeks)
Days		October 5 – October 16, 2015
Georgia Content Focus Standards	<b>SS4H3</b>	<b>The student will explain the factors that shaped British colonial America.</b>
	a.	Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
	b.	Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.
	<b>SS4G2</b>	<b>The student will describe how physical systems affect human systems.</b>
	c.	Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.
	<b>SS4E1</b>	<b>The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b>
	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 the 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).
		Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).
		<b>Unit 4: Forming a New Nation</b>
		29 days (6 weeks)
		October 19 – December 4, 2015
	<b>SS4H4</b>	<b>The student will explain the causes, events, and results of the American Revolution.</b>
	a.	Trace the events that shaped the revolutionary movement in America: <b>French and Indian War, British Imperial Policy</b> that led to the <b>1765 Stamp Act</b> , the slogan <b>"no taxation without representation"</b> the activities of the <b>Sons of Liberty, Boston Tea Party</b>
	b.	Explain the writing of the <b>Declaration of Independence</b> ; 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 <b>American Revolution</b> and explain the factors leading to American victory and British defeat; include the <b>Battles of Lexington and Concord, Saratoga, and Yorktown.</b>
	d.	Describe key individuals in the American Revolution with emphasis on: <b>King George III</b> <b>George Washington</b> <b>Benjamin Franklin</b> <b>Thomas Jefferson</b> <b>Benedict Arnold</b> <b>Patrick Henry</b> <b>John Adams</b>
	<b>SS4G2</b>	<b>The student will describe how physical systems affect human systems.</b>
	d.	Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).
	<b>SS4CG1</b>	<b>The student will describe the meaning of:</b>
	a.	Natural rights as found in the <b>Declaration of Independence</b> (the right to life, liberty, and the pursuit of happiness).
	b.	<b>"We the people"</b> 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.

Quarterly Benchmark Assessment Window ---- December 7 - 11, 2015

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Q3		Unit 5: New Nation / Unit 7: American Government
Time	38 days (7 weeks)	
Days	Dec. 7 – Feb. 12, 2016	
Georgia Content Focus Standards	<b>SS4H5 The student will analyze the challenges faced by the new nation.</b> a. Identify the weaknesses of the government established by the <b>Articles of Confederation</b> . b. Identify the major leaders of the <b>Constitutional Convention (James Madison and Benjamin Franklin)</b> and describe the major issues they debated, including the <b>rights of states</b> , the <b>Great Compromise</b> , and <b>slavery</b> . c. Identify the <b>three branches of the U. S. government</b> 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 <b>Bill of Rights</b> , 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 <b>War of 1812</b> ; include the burning of the Capitol and the White House.	
	<b>SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.</b> a. Discuss the biographies of <b>Harriet Tubman</b> and <b>Elizabeth Cady Stanton</b> . b. Explain the significance of <b>Sojourner Truth</b> to the abolition and suffrage movements.	
	<b>SS4CG2 The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.</b>	
	<b>SS4CG3 The student will describe the functions of government.</b>	
	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.	
	<b>SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.</b>	
	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).	
	<b>SS4CG5 The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).</b>	
	<b>Unit 6: Expansion</b>	
	14 days (3 weeks)	
	Feb. 16 – March 4, 2016	
	<b>SS4H6 The student will explain westward expansion of America between 1801 and 1861.</b> a. Describe territorial expansion with emphasis on the <b>Louisiana Purchase</b> , the <b>Lewis and Clark expedition</b> , and the acquisitions of <b>Texas (the Alamo and independence)</b> , <b>Oregon (Oregon Trail)</b> , and <b>California (Gold Rush and the development of mining towns)</b> . b. Describe the impact of the <b>steamboat</b> , the <b>steam locomotive</b> , and the <b>telegraph</b> on life in America. c. Describe the impact of westward expansion on Native Americans.	
	<b>SS4G2 The student will describe how physical systems affect human systems</b>	
	e. Describe <b>physical barriers</b> that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a). <b>SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</b> 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).	
	<b>SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.</b>	

Quarterly Benchmark Assessment Window ---- March 7 – 11, 2016

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Benchmark Review		Benchmark Review and Next Grade Preview
Time Frame	Approximately 15 days (3 weeks)	Approximately 20-25 days (4-5 weeks)
Instructional Days	March 7 until GMAS EOG Social Studies	Post-testing Window through End of School Year
Georgia Content Focus Standards Review	<ul style="list-style-type: none"> <li>Whole group, small group and individual benchmark review based on spiraled formative benchmark exam data</li> </ul>	<ul style="list-style-type: none"> <li>Additional benchmark review for targeted non-proficiency students</li> <li>Current grade enrichment</li> <li>Preview 5<sup>th</sup> grade material</li> </ul>

### 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

Map and Globe Skills	K	1	2	3	4
1. use cardinal directions	I	M	A	A	A
2. use intermediate directions		I	M	A	A
3. use a letter/number grid system to determine location			I	M	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A
5. use inch to inch map scale to determine distance on map			I	M	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M
7. use a map to explain impact of geography on historical and current events			I	D	M
8. draw conclusions and make generalizations based on information from maps				I	M
9. use latitude and longitude to determine location				I	D
10. use graphic scales to determine distances on a map					I
11. compare maps of the same place at different points in time and from different					

### 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

Information Processing Skills	K	1	2	3	4
1. compare similarities and differences	I	D	M	A	A
2. organize items chronologically	I	D	D	M	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D
4. distinguish between fact and opinion		I	D	M	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M
6. identify and use primary and secondary sources		I	D	D	M
7. interpret timelines		I	D	D	M
8. identify social studies reference resources to use for a specific purpose			I	M	A
9. construct charts and tables			I	M	A
10. analyze artifacts			I	D	D
11. draw conclusions and make generalizations				I	M
12. analyze graphs and diagrams				I	D
13. translate dates into centuries, eras, or ages				I	D
14. formulate appropriate research questions					I

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### Pertinent Assessment Information

#### Quarterly Benchmark Assessments

Quarter 1 --- 20 questions (17 multiple choice questions and 3 short answer)

Quarter 2 --- 30 questions (27 multiple choice questions and 3 short answer)

Quarter 3 --- 40 questions (34 multiple choice questions and 6 short answer)

#### Ga Milestones

##### Question Types

- **75 Selected-response items**
  - Four answer choices
    - Incorrect choices, called distractors, usually reflect common errors
    - The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question)

##### Time

- Two sections
- 70 minutes per section
- Sections 1 and 2 must be scheduled to be administered on the same day in one test session

Georgia Milestones End of Grade Measures: Domain Structures and Content Weights	Domain	Standard	Approximate Weight
Social Studies	History	SS4H1 (a-b), SS4H2 (a-b), SS4H3 (a-b), SS4H4 (a-d), SS4H5 (a-e), SS4H6 (a-c), SS4H7 (a-b)	50%
	Geography	SS4G1 (a-b), SS4G2 (a-e)	15%
	Government and Civics	SS4CG1 (a-c), SS4CG2, SS4CG3 (a-e), SS4CG4 (a-b), SS4CG5	20%
	Economics	SS4E1 (a-f), SS4E2	15%