

4th Grade Social Studies Teaching & Learning Framework*

Q1		Q2		Q3		Q4	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	
Launching Social Studies (2 weeks)	American Revolution (7 weeks)	New Nation/ Constitution (7 weeks)	Westward Expansion (6 weeks)	Civil War (7 weeks)	Reconstruction (5 weeks)	Personal Finance (2 weeks)	
<i>What big ideas do we see across American history, geography, economics, and government?</i>	<i>Does change only come through compromise?</i>	<i>What factors influenced the development of the US government?</i>	<i>In what ways can change, progress and growth be positive or negative?</i>	<i>When is change worth conflict?</i>	<i>How did Reconstruction affect life in the North and the South?</i>	<i>How can I make responsible decisions about personal spending and saving?</i>	
Map Skills: 1-11 Information Processing Skills: 1-17							
CT/EU	HISTORICAL UNDERSTANDINGS - Individuals, Groups, and Institutions; Conflict and Change; Conflict Resolution; Beliefs and Ideals						
Location Individuals, Groups, Institutions Scarcity Distribution of Power Production, Distribution, Consumption Conflict and Change Beliefs and Ideals Technological Innovations Movement and Migration <i>(Introduced Q1 & developed throughout the year.)</i>	SS4H1 Explain the causes, events, and results of the American Revolution. 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	SS4H2 Analyze the challenges faced by the framers of the Constitution. 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).	SS4H3 Explain westward expansion in America. 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).	SS4H5 Explain the causes, major events, and consequences of the Civil War. a. Identify <i>Uncle Tom’s Cabin</i> and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War. b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South. c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House. d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman. e. Describe the effects of war on the North and South. SS4H4 Examine the main ideas of the abolitionist and suffrage movements.	SS4H6 Analyze the effects of Reconstruction on American life. a. Describe the purpose of the 13th, 14th, and 15th Amendments. b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau). c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights. d. Describe the effects of Jim Crow laws and practices.		

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	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			a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.		
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GEOGRAPHIC UNDERSTANDINGS - Location; Movement and Migration

	<p>SS4G1 Locate important physical and man-made features in the United States.</p> <p>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.</p> <p>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>SS4G2 Describe how physical systems affect human systems.</p> <p>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>SS4G1 Locate important physical and man-made features in the United States.</p> <p>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>SS4G1 Locate important physical and man-made features in the United States.</p> <p>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.</p> <p>SS4G2 Describe how physical systems affect human systems.</p> <p>b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>	<p>SS4G2 Describe how physical systems affect human systems.</p> <p>b. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>		
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GOVERNMENT/CIVIC UNDERSTANDINGS - Individuals, Groups, and Institutions; Distribution of Power; Beliefs and Ideals						
	<p>SS4CG1 Describe the meaning of:</p> <p>a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p>	<p>SS4CG1 Describe the meaning of:</p> <p>b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty</p> <p>c. The federal system of government in the U.S. (federal powers, state powers, and shared powers)</p> <p>d. Representative democracy/republic</p> <p>SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.</p> <p>SS4CG3 Describe the structure of government and the Bill of Rights.</p> <p>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.</p> <p>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>				
ECONOMIC UNDERSTANDINGS - Scarcity; Production, Distribution, and Consumption; Technological Innovations; Incentives						
	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p>		<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p>	<p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>c. Describe how specialization improves standards of living</p>		<p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and</p>

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	<p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p>e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).</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>e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).</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>	(e.g., differences in the economies in the North and South).		<p>saving decisions are important.</p> <p>a. Explain how saving money can improve financial well-being.</p> <p>b. Create a budget to balance income and expenses.</p> <p>c. Categorize types of household expenses and sources of income.</p> <p>d. Compare prices for the same item from two different stores.</p> <p>e. Explain how peer pressure can affect spending decisions.</p>
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Information Processing Skills

1. Compare similarities and differences
2. Organize items chronologically
3. Identify issues and/or problems and alternative solutions
4. Distinguish between fact and opinion
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify and use primary and secondary sources
7. Interpret timelines
8. Identify social studies reference resources to use for a specific purpose
9. Construct charts and tables
10. Analyze artifacts
11. Draw conclusions and make generalizations
12. Analyze graphs and diagrams
13. Translate dates into centuries, eras, or ages
14. Formulate appropriate research questions
15. Determine adequacy and/or relevancy of information
16. Check for consistency of information
17. Interpret political cartoons

Map & Globe Skills

1. Use a compass rose to identify cardinal directions
2. Use intermediate directions
3. Use a letter/number grid system to determine location
4. Compare and contrast the categories of natural, cultural, and political features found on maps
5. Use graphic scales to determine distances on a map
6. Use map key/legend to acquire information from historical, physical, political, resource, product and economic maps
7. Use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
9. Use latitude and longitude to determine location
10. 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
11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations