

New or Updated Indicators of Achievement

Gwinnett County Public Schools Social Studies: Grade 4 – Instructional Calendar 2021-2022

Map and Globe Skills along with Information Processing Skills should be embedded in all units throughout the year. These are key skills to help students begin building their foundational knowledge of social studies.

Map and Globe Skills (Ongoing)

- **4SS.A.1:** use cardinal directions
- **4SS.A.2:** use intermediate directions
- **4SS.A.3:** use a letter/number grid system to determine location
- **4SS.A.4:** compare and contrast the categories of natural, cultural, and political features found on maps
- **4SS.A.5:** use inch-to-inch map scale to determine distance on a map
- **4SS.A.6:** use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- **4SS.A.7:** use a map to explain impact of geography on historical and current events
- **4SS.A.8:** draw conclusions and make generalizations based on information from maps
- **4SS.A.9:** use latitude and longitude to determine location
- **4SS.A.10:** use graphic scales to determine distances on a map
- **4SS.A.11:** compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities
- **4SS.A.12:** compare maps with data sets (e.g. charts, tables, graphs) and/or readings to draw conclusions and make generalizations

Information Processing Skills (Ongoing)

- **4SS.B.13:** compare similarities and differences
- **4SS.B.14:** organize items chronologically
- **4SS.B.15:** identify issues and/or problems and alternative solutions
- **4SS.B.16:** distinguish between fact and opinion
- **4SS.B.17:** identify main idea, detail, sequence of events, and cause and effect in a social studies context
- **4SS.B.18:** identify and use primary and secondary sources
- **4SS.B.19:** interpret timelines
- **4SS.B.20:** identify social studies reference resources to use for a specific purpose
- **4SS.B.21:** construct charts and tables
- **4SS.B.22:** analyze artifacts
- **4SS.B.23:** draw conclusions and make generalizations
- **4SS.B.24:** analyze graphs and diagrams
- **4SS.B.25:** translate dates into centuries, eras, or ages
- **4SS.B.26:** formulate appropriate research questions
- **4SS.B.27:** determine adequacy and/or relevancy of information
- **4SS.B.28:** check for consistency of information
- **4SS.B.29:** interpret political cartoons

New or Updated Indicators of Achievement

1st 9 Weeks: Units 1-2

Unit 1: Personal Finance (2-2 1/2 weeks)

- **4SS.1.46: identify the elements of a personal budget (i.e., income, expenditures, and saving) and explain why personal spending and saving decisions are important**

Unit 2: American Revolution (6-6 1/2 weeks)

- **4SS.C.30: explain the causes, major events, and results of the American Revolution**
 - **30.a:** **trace and organize** the events that shaped the revolutionary movement in America **by analyzing primary and secondary sources:** 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
 - **30.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
 - **30.c:** **organize and** describe the major events of the American Revolution **chronologically** and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, Valley Forge, and Yorktown
 - **30.d:** explain **the main idea** (the writing) of the Declaration of Independence; include who wrote it, how it was written, **the sequence of events that explain why** it was necessary, and how it was a **"cause and effect"** response to tyranny and the abuse of power
- **4SS.C.31: describe how physical systems affect human systems**
 - **31.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
- **4SS.C.32: locate important physical and man-made features related to the American Revolution on a map**
 - **32.a:** locate major man-made features of the United States: Boston, MA, and Philadelphia, PA
- **4SS.C.33: use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate their impact on historical events**
 - **33.a:** describe opportunity cost and its relationship to decision-making across time
 - **33.b:** explain how price incentives affect people's behavior and choices
 - **33.c:** describe how specialization improves standards of living
 - **33.d:** explain how voluntary exchange helps both buyers and sellers
 - **33.e:** describe how trade promotes economic activity **by analyzing graphs and diagrams**

Unit 3: New Nation (9 weeks)

- **4SS.D.34: analyze the challenges faced by the framers of the U.S. Constitution**
 - **34.a:** identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin)
 - **34.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)
- **4SS.D.35: locate important physical and man-made features related to the new nation on a map**
 - **35.a:** locate major man-made features of the United States: New York City, NY; Philadelphia, PA
- **4SS.D.36: describe the structure of government and the Bill of Rights**
 - **36.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
 - **36.b:** identify and explain the rights **in the First Amendment** of 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
 - **36.c:** representative democracy/republic
- **4SS.D.37: describe the meaning of the founding documents and principles of the new nation**
 - **37.a:** natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)
 - **37.b:** "We the People" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty
 - **37.c:** the federal system of government in the U.S. (federal powers, state powers, and shared powers)
 - **37.d:** representative democracy/republic
- **4SS.D.38:** explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution

New or Updated Indicators of Achievement

3rd 9 Weeks: Units 4–5

Unit 4: Westward Expansion (6-6 ½ weeks)

- **4SS.E.39: explain westward expansion in America**
 - **39.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"
 - **39.b:** describe the impact of westward expansion on American Indians **by identifying and using primary and secondary sources**; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations
 - **39.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) **by drawing conclusions from primary and secondary sources**
- **4SS.E.40: locate important physical and man-made features related to westward expansion on a map**
 - **40.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
 - **40.b:** locate major man-made features of the United States: Washington, D.C.; the Erie Canal
 - **40.c:** describe physical barriers that hindered and physical gateways that benefited territorial expansion
- **4SS.E.41: use basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate their impact on westward expansion in the United States**
 - **41.a:** describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west) **by identifying issues and/or problems and alternative solutions**
 - **41.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 **by drawing conclusions and making generalizations**
 - **41.c:** describe how specialization improves standards of living (e.g., differences in the economies in the North and South)
 - **41.d:** explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns) **using cause and effect reasoning**
 - **41.e:** describe how trade promotes economic activity (e.g., trade between the U.S. and Europe) **by analyzing graphs and diagrams**
 - **41.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) **by identifying issues and/or problems and alternative solutions**

Unit 5: Reform Movements (2-2 ½ weeks)

- **4SS.F.42: examine the main ideas of the abolitionist and suffrage movements**
 - **42.a:** discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman

4th 9 Weeks: Units 6-7

Unit 6: Civil War (4-4 ½ weeks)

- **4SS.G.43: explain the causes, major events, and consequences of the Civil War**
 - **43.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 **using primary and secondary sources**
 - **43.b:** describe how the issues of states' rights and slavery increased tensions between the North and South
 - **43.c:** identify major battles, campaigns, and events of the U.S. Civil War: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House
 - **43.d:** describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman
 - **43.e:** describe the effects of war on the North and South
- **4SS.G.44: locate important physical and man-made features related to the Civil War on a map**
 - **44.a:** locate major man-made features of the United States: Gettysburg, PA

Unit 7: Reconstruction (4-4 ½ weeks)

- **4SS.H.45: analyze the effects of Reconstruction on American life**
 - **45.a:** describe the purposes of the 13th, 14th, and 15th Amendments
 - **45.b:** explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau) **by using primary and secondary sources to draw conclusions and make generalizations**
 - **45.c:** explain how slavery was replaced by sharecropping and how freed Blacks were prevented from exercising their newly won rights
 - **45.d:** describe the effects of Jim Crow laws and practices