

# Colquitt County 4th grade Social Studies Pacing Guide

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

**Themes for 4th grade:**

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

**Distribution of Power:** The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs. **Individuals, Groups, and Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**Location:** The student will understand that location affects a society’s economy, culture, and development.

**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.

**Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Technology Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Grading Timeline	1st -9 Weeks	2nd- 9 Weeks	3rd-9 Weeks	4th- 9 Weeks
Progress Report Window Open	9/2-9/9	11/4-11/11	1/29-2/5	4/15-4/22
Progress Reports Home	9/14	11/16	2/10	4/27
Report Card Window Open	10/1-10/8	12/9-12/17	3/8-3/15	5/17-5/26
Report Card Home	10/13	1/7	3/19	5/26

Testing dates, include benchmarks

GRADE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May			
<h1>4</h1>	<p><b>Themes: Connecting Themes/Forming a New Nation/Challenges of a New Nation</b></p> <p>The focus of this unit is to familiarize students with the 8 connecting themes and their associated enduring understandings that will provide meaning and structure to their social studies coursework this year. Activities will focus on relating beliefs and ideals; conflict and change; distribution of power; individuals, groups, institutions; location; movement/migration; production, distribution, and consumption; and technological innovations to students. Focus on how the beliefs and ideals of the British colonists in America, especially in regards to the distribution of power, led to the conflict and change that resulted in the writing of the Declaration of Independence and the subsequent American Revolution. It will also show how key individuals, groups, and institutions influenced those beliefs and ideals precipitating many of the events before and during the American Revolution.</p> <p>The unit will focus on how the beliefs and ideals of the individuals, groups, and institutions that made up our newly formed nation, in regards to the distribution of power within a society, led to</p>			<p><b>Themes: The Nation Expands</b></p> <p>This unit will also look at how location played a role in the ever-widening differences in the beliefs and ideals of the populations of the individual states, fueling the debate over many of the major issues at the Constitutional Convention which, in turn, led to the compromises that form the structure of our government, and how these same concerns led to the inclusion of the Bill of Rights</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>War of 1812</li> <li>Impact of westward expansion on</li> <li>American Indians Territorial</li> <li>Expansion</li> <li>Abolitionist and Suffragist movements</li> <li>Opportunity cost and voluntary exchange in historical context</li> </ul>			<p><b>Themes: Civil War and Reconstruction</b></p> <p>This unit will focus on how location combined with the movement and migration of people to urban centers in the North played a large role in defining very different systems of production, distribution, and consumption of goods and services resulting in very different beliefs and ideals. We will also explore how these differences, along with technology innovations such as steel production and the railroad further deepened the divide between North and South culminating in the conflict and change that was the Civil War and Reconstruction.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Causes of the Civil War</li> <li>Major Events the Civil War</li> <li>Effects of the Civil War</li> <li>Social and Political Effects of Reconstruction</li> <li>Economic specialization in historical context</li> </ul>			<p><b>Themes: Economics</b></p> <p>In this unit, students will specifically look at how the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives have a far-reaching impact on all of our connecting themes, and have influenced history throughout the early years of our nation. Students will also apply the basic financial understandings of saving, budgeting, and spending to their own beliefs and ideals.</p> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>Opportunity cost, price incentives, specialization, voluntary exchange, trade, technology's impact on business productivity in historical contexts</li> <li>Personal budgets and decision making</li> </ul>			

	<p>conflict and change during the framing of the Constitution.</p> <p><b>Key Concepts:</b></p> <p>Causes, events, and results of the American Revolution</p> <p>Explain the Declaration of Independence</p> <p>The Articles of Confederation</p> <p>The Constitutional Convention The Preamble Our form of government and checks &amp; balances The First Amendment The Bill of Rights</p>			
<p><b>Standards</b></p>	<p>SS4H1, SS4CG1a, SS4G2a, SS4H2, SS4CG1b-d, SS4CG2, SS4CG3</p> <p><b>SS4H1 Explain</b> the causes, events, and results of the American Revolution. <b>a. Trace</b> 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>b. Describe</b> 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. <b>c. Describe</b> the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the</p>	<p>SS4H3, SS4H4, SS4E1a, SS4E1d, f, SS4G1, SS4G2b</p> <p><b>SS4H3 Explain</b> westward expansion in America. <b>a. Describe</b> 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>b. Describe</b> 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. <b>c. Describe</b> 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)</p>	<p>SS4H5, SS4H6, SS4E1c, SS4G1b</p> <p><b>SS4H5 Explain</b> the causes, major events, and consequences of the Civil War. <b>a. Identify</b> 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. <b>b. Discuss</b> how the issues of states’ rights and slavery increased tensions between the North and South. <b>c. Identify</b> major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House. <b>d. Describe</b> the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman.</p>	<p>SS4E1a-f, SS4E2</p> <p><b>SS4E1</b> Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. <b>a. Describe</b> opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west). <b>b. Explain</b> 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. <b>c. Describe</b> how specialization improves standards of living (e.g.,</p>

	<p>Battles of Lexington and Concord, Saratoga, and Yorktown.</p> <p><b>d. Explain</b> 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.</p> <p><b>SS4CG1 Describe</b> the meaning of:</p> <p><b>a. Natural</b> rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p><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</p> <p><b>SS4G2 Describe</b> how physical systems affect human systems.</p> <p><b>a. Explain</b> 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><b>b. Describe</b> physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p> <p><b>SS4E1 Use</b> the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p><b>a. Describe</b> opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p><b>b. Explain</b> 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><b>c. Describe</b> how specialization improves standards of living (e.g., differences in the economies in the North and</p>	<p><b>SS4H4 Examine</b> the main ideas of the abolitionist and suffrage movements.</p> <p><b>a. Discuss</b> contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.</p> <p><b>SS4E1 Use</b> the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p><b>a. Describe</b> opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p> <p><b>d. Explain</b> how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p><b>f. Give examples</b> 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><b>SS4G1 Locate</b> important physical and man-made features in the United States.</p> <p><b>a. Locate</b> 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>b. Locate</b> 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><b>SS4G2 Describe</b> how physical systems affect</p>	<p><b>e. Describe</b> the effects of war on the North and South.</p> <p><b>SS4H6 Analyze</b> the effects of Reconstruction on American life.</p> <p><b>a. Describe</b> the purpose of the 13th, 14th, and 15th Amendments.</p> <p><b>b. Explain</b> the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau).</p> <p><b>c. Explain</b> how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</p> <p><b>d. Describe</b> the effects of Jim Crow laws and practices</p> <p><b>SS4E1 Use</b> the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p><b>c. Describe</b> how specialization improves standards of living (e.g., differences in the economies in the North and South).</p> <p><b>SS4G1 Locate</b> important physical and man-made features in the United States.</p> <p><b>b. Locate</b> 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>differences in the economies in the North and South).</p> <p><b>d. Explain</b> how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p><b>e. Describe</b> how trade promotes economic activity (e.g., trade between the U.S. and Europe).</p> <p><b>f. Give</b> 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><b>SS4E2 Identify</b> 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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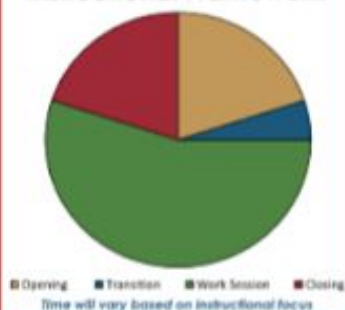
	<p>South).</p> <p><b>d. Explain</b> how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).</p> <p><b>e. Describe</b> how trade promotes economic activity (e.g., trade between the U.S. and Europe).</p>	<p>human systems.</p> <p><b>b. Describe</b> physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.</p>		
<p>Resources &amp; Links</p>	<p><b>State Curriculum Map</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Curriculum-Map.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Curriculum-Map.pdf</a></p> <p><b>Standards:</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Georgia-Standards.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Georgia-Standards.pdf</a></p> <p><b>Teacher Notes Link:</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Teacher-Notes.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Teacher-Notes.pdf</a></p> <p><b>STATE Units and Source Sets</b></p> <p><a href="https://lor2.gadoe.org/gadoe/file/0dec0bbe-c4a3-4762-9621-7c1249e93ef6/1/Social-Studies-4th-Grade-Unit-1-Sample-Unit.pdf">https://lor2.gadoe.org/gadoe/file/0dec0bbe-c4a3-4762-9621-7c1249e93ef6/1/Social-Studies-4th-Grade-Unit-1-Sample-Unit.pdf</a></p> <p><a href="https://lor2.gadoe.org/gadoe/file/c1f38697-6658-405d-8b90-b96a35a94cb4/1/Social-Studies-4th-Grade-Unit-2-Sample-Unit.pdf">https://lor2.gadoe.org/gadoe/file/c1f38697-6658-405d-8b90-b96a35a94cb4/1/Social-Studies-4th-Grade-Unit-2-Sample-Unit.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Unit-2-Document-Set-Sample-Unit.pptx">https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Unit-2-Document-Set-Sample-Unit.pptx</a></p> <p><a 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**The Social Studies Standards-Based Classroom Instructional Framework** provides a common language of instruction in order to successfully implement high quality practices. The tool can be used to develop lesson plans as well as a guide for teachers to reference during instruction. It is imperative that an opening, transition, work and closing is addressed with each lesson

## SOCIAL STUDIES STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

### Instructional Framework



### OPENING

#### Teacher:

- Introduces standard(s), learning target(s) and success criteria
- Engages students and bridges essential understandings of both past and contemporary events
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Promotes historical inquiry using primary and secondary sources
- Provides multiple perspectives on events
- Asks challenging questions

#### Student:

- Accesses and make connections with prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards

### PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

#### Literacy Across the Content:

- Disciplinary writing
- Close reading
- Disciplinary research
- Disciplinary vocabulary
- Map and globe skills
- Engages in classroom talk reflective of discipline-specific habits of thinking

#### Formative Assessment:

- Formal assessments
- Informal assessments
- Standards-based feedback

#### Classroom Culture:

- Develops informed citizens and fosters citizenship
- Models concepts, skills, strategies, practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

### TRANSITION TO WORK SESSION

#### Teacher:

- Provides guided student practice
- Engages students in lesson-specific discussion; Offers opportunities to speculate about known and unknown motives and actions of historical figures
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work session

#### Student:

- Engages in guided practice
- Participates in conversations with teacher and peers using language of the standards
- Organizes work session materials and tools
- Asks clarifying questions

### WORK SESSION

#### Teacher:

- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides ongoing, standards-based feedback
- Provides individual and small group instruction based on data
- Maintains classroom environment conducive to productivity and engagement

#### Student:

- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards; expresses and defends views on historical or current events
- Completes conceptually rich performance tasks, research and guided practice

### CLOSING

#### Teacher:

- Facilitates student-led summary sessions
- Formatively Assesses student understanding
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

#### Student:

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria