

Connecting Themes/Enduring Understandings Used in 4th Grade Social Studies

This Curriculum Map is designed only for the 2017-2018 school year as we shift from GPS to GSE. This transition map will ensure that no cohort of students misses essential topics in the U.S. history sequence now in grades 3-5.

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.

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.

2017-2018 4th Grade Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the 4th Grade Social Studies Course.

Unit #/Title	Unit 1: Connecting Themes	Transition Unit A: American Indians	Transition Unit B: European Exploration	Transition Unit C: British Colonial America
GSE for Social Studies	NA	SS3H1, SS3G3a Teach this unit as a “skinny unit” to provide basics of this topic.	SS3H2, SS3G3b Teach this unit as a “skinny unit” to provide basics of this topic.	SS3H3, SS3G3c Teach this unit as a “skinny unit” to provide basics of this topic.
Key Concepts	<p>Beliefs & Ideals</p> <p>Conflict & Change</p> <p>Distribution of Power</p> <p>Individuals, Groups & Institutions</p> <p>Location</p> <p>Movement/Migration</p> <p>Production, Distribution & Consumption</p> <p>Technology & Innovation</p>	<p>Describe early American Indian cultures in North America</p> <p>Locate regions where American Indians settled: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast</p> <p>Compare/contrast how American Indians in each region used their environment and why and how they lived where they did</p> <p>Discuss how American Indians continue to contribute to American life (e.g., arts, literature)</p>	<p>Describe reasons for and obstacles to European exploration in North America</p> <p>Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier</p> <p>Describe examples of conflict and cooperation of European explorers with American Indians</p> <p>Describe how these explorers adapted or failed to adapt to the physical environments in which they traveled</p>	<p>Explain the factors that shaped British Colonial America</p> <p>Identify key reasons for the founding of the three groups of colonies and compare/contrast colonial life in each group</p> <p>Describe colonial life from the point of view of large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians</p> <p>Explain how the physical geography of each group of colonies helped determine economic activity</p>

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Unit #/Title	Unit 2: Forming a New Nation	Unit 3: Challenges of a New Nation	Unit 4: The Nation Expands	Unit 5: Civil War and Reconstruction
GSE for Social Studies	SS4H1, SS4CG1a, SS4G2a	SS4H2, SS4CG1b-d, SS4CG2, SS4CG3	SS4H3, SS4H4, SS4E1a, SS4E1d, f, SS4G1, SS4G2b	SS4H5, SS4H6, SS4E1c, SS4G1b
Key Concepts	<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</p> <p>The Preamble</p> <p>Our form of government and checks & balances</p> <p>The First Amendment</p> <p>The Bill of Rights</p>	<p>War of 1812</p> <p>Impact of westward expansion on American Indians</p> <p>Territorial Expansion</p> <p>Abolitionist and Suffragist movements</p> <p>Opportunity cost and voluntary exchange in historical context</p>	<p>Causes of the Civil War</p> <p>Major Events the Civil War</p> <p>Effects of the Civil War</p> <p>Social and Political Effects of Reconstruction</p> <p>Economic specialization in historical context</p>

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Unit #/Title	Unit 6: Economics
GSE for Social Studies	SS4E1a-f, SS4E2
Key Concepts	Opportunity cost, price incentives, specialization, voluntary exchange, trade, technology's impact on business productivity in historical contexts Personal budgets and decision making