

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4CG3.a Describe the structure of government and the Bill of Rights. 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. Govn/Civics

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Differentiate the roles of the three branches of government to show how they interact with each other (checks and balances and separation of powers) and how they relate to local, state, and federal government</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe how the three branches of government interact with each other (checks and balances and separation of powers) <u>Learning Target 2:</u> Describe how the three branches of government relate to local, state and federal government</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> checks and balances, separation of powers, local government, state government, federal government, branches of government</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the role each branch of government <u>Learning Target 3:</u> Identify ways each branch of government has limited power</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4CG3.b Describe the structure of government and the Bill of Rights. 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. Govn/Civics

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze how the rights outlined in the Bill of Rights helped shape America and explain reasons why these rights were not included in the Constitution of 1787</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Identify and explain the rights in the Bill of Rights <u>Learning Target 2:</u> Describe how the Bill of Rights places limits on the powers of government <u>Learning Target 3:</u> Explain the reasons for the inclusion of the Bill of Rights in the Constitution in 1791</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> rights, limits, powers, inclusion, Bill of Rights, Constitution, amendments</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the freedoms included in the Bill of Rights <u>Learning Target 3:</u> Identify ways the Bill of Rights places limits on the powers of government <u>Learning Target 4:</u> Identify reasons the Bill of Rights were added to the Constitution</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4E1.a Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west). *Economics*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze opportunity cost and show how decision-making changes across time</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe opportunity cost <u>Learning Target 2:</u> Describe the relationship between opportunity cost and decision-making across time (e.g., decisions to settle in the west)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> opportunity cost, voluntary exchange, price incentives, decisions</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify examples of opportunity cost <u>Learning Target 3:</u> Identify examples of how decision making changes across time</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4E1.e Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe). *Economics*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Investigate the economic activity that results from international trade</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> trade, goods, services, tariff, currency, tax, embargo</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify ways trade promotes economic activity</p> <p><u>Learning Target 3:</u> Give examples of economic trading activities within the United States and Europe</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4E1.f Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. 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). *Economics*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Research technological advancements during the development of the United States beyond the cotton gin, steamboat, steam locomotive, and telegraph. Explain how other advancements impacted business productivity in the United States.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> 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> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> technological advancements, productivity, cotton gin, steamboat, steam locomotive, telegraph</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify technological advancements during the development of the United States (e.g. cotton gin, steamboat, steam locomotive, telegraph)</p> <p><u>Learning Target 3:</u> Identify ways technological advancements impact business productivity</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4G2.a Describe how physical systems affect human systems. 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. *Geography*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast how American and British forces used the physical geography of Lexington and Concord, Saratoga, and Yorktown to their benefit during the American Revolution</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> 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>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> victory, defeat, battle, physical geography, turning point, surrender</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Explain how American forces attempted to use the physical geography of Lexington and Concord, Saratoga, and Yorktown</p> <p><u>Learning Target 3:</u> Explain how British forces attempted to use the physical geography of Lexington and Concord, Saratoga, and Yorktown</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4H1 Explain the causes, events, and results of the American Revolution. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Investigate the causes, critique the events leading up to, and assess the results of the American Revolution</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> 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 (SS4H1a)</p> <p><u>Learning Target 2:</u> 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 (SS4H1b)</p> <p><u>Learning Target 3:</u> Describe the major events of the American Revolution and explain the factors leading to the American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown (SS4H1c)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> revolutionary movement, taxation, representation, liberty, massacre, influence, tyranny</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify events leading up to the American Revolution</p> <p><u>Learning Target 3:</u> Identify key figures and groups associated with the American Revolution</p> <p><u>Learning Target 4:</u> Identify reasons for the American Revolution</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4H3.b Explain westward expansion in America. 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. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Investigate how westward expansion impacted American Indians and critique the roles of key individuals such as Chief John Ross and President Andrew Jackson</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe the impact of westward expansion on the American Indians; include the Trail of Tears, Battle of Little Bighorn, and the forced relocation of the American Indians to reservations</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> westward expansion, treaty, federal, reservation, relocation, assimilate, habitat</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the cause and consequence of the Indian Removal Act in 1830 <u>Learning Target 3:</u> Determine what occurred during the Trail of Tears <u>Learning Target 4:</u> Determine the significance of the Battle of Little Bighorn <u>Learning Target 5:</u> Identify how the U.S. Army relocated American Indians to reservations</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4H4 Examine the main ideas of the abolitionist and suffrage movements. <i>Historical Understandings</i>	
Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast the key abolitionists and suffragists</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> abolition, suffrage, freedom, vote, slave</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the role Susan B. Anthony played in the abolitionist and suffrage movement</p> <p><u>Learning Target 3:</u> Identify the role faced by Frederick Douglass played in the abolitionist and suffrage movement</p> <p><u>Learning Target 4:</u> Identify the role faced by Elizabeth Cady Stanton played in the abolitionist and suffrage movement</p> <p><u>Learning Target 5:</u> Identify the role and challenge faced by Sojourner Truth played in the abolitionist and suffrage movement</p> <p><u>Learning Target 6:</u> Identify the role faced by Harriet Tubman played in the abolitionist and suffrage movement</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4H5 Explain the causes, major events, and consequences of the Civil War. <i>Historical Understandings</i>	
Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast the causes, events, and consequences of the Civil War from the perspectives of key individuals (e.g. Abraham Lincoln, Jefferson Davis, William T. Sherman, etc.)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> 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 (SS4H5a)</p> <p><u>Learning Target 2:</u> Discuss how the issues of states' rights and slavery increased tensions between the North and South (SS4H5b)</p> <p><u>Learning Target 3:</u> Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House (SS4H5c)</p> <p><u>Learning Target 4:</u> Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman (SS4H5d)</p> <p><u>Learning Target 5:</u> Describe the effects of war on the North and South (SS4H5e)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> abolitionist, slavery, campaign, Confederates, state's rights, tension, raid</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Recognize how John Brown's raid on Harpers Ferry and Elizabeth Cady Stanton's writing of Uncle Tom's Cabin deepened the conflict leading up to the Civil War (SS4H5a)</p> <p><u>Learning Target 3:</u> Identify ways the issues of states' rights and slavery increased tensions between the North and South (SS4H5b)</p> <p><u>Learning Target 4:</u> Identify the major events of the Civil War (SS4H5c)</p> <p><u>Learning Target 5:</u> Identify the role of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas Stonewall Jackson, and William T. Sherman in the Civil War (SS4H5d)</p> <p><u>Learning Target 6:</u> Identify some of the effects of war on the North and South (SS4H5e)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 4 Social Studies GSE Learning Map

Prioritized Standard: SS4H6 Analyze the effects of Reconstruction on American life. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Research the effects of Reconstruction on American life by contrasting life before the Civil War to life during Reconstruction</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe the purpose of the 13th, 14th, and 15th Amendments (SS4H6a) <u>Learning Target 2:</u> Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau) (SS4H6b) <u>Learning Target 3:</u> Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights (SS4H6c) <u>Learning Target 4:</u> Describe the effects of Jim Crow laws and practices (SS4H6d)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> reconstruction, amendment, sharecropping, equity, freedman, refugees, bureau</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify what is included in the 13th, 14th, and 15th Amendments (SS4H6a) <u>Learning Target 3:</u> Identify the role of the Freedmen’s Bureau (SS4H6b) <u>Learning Target 4:</u> Identify how sharecropping replaced slavery and how freed African Americans or Blacks were prevented from exercising their newly won rights (SS4H6c) <u>Learning Target 5:</u> Identify some of the effects of Jim Crow laws and practices (SS4H6d)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success