HENRY COUNTY SCHOOLS

Better Together.





4TH GRADE

| SOCIAL STUDIES

HENRY

Teaching & Learning Standards

Teaching & Learning Standards

Social Studies

4th Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate Learner Outcome	***As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.***

GA Standard Code

SS4H1 Explain the causes, events, and results of the American Revolution.

SS4H1a 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.

SS4H1b 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.

SS4H1c Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.

SS4H1d Explain 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.

SS4H2 Analyze the challenges faced by the framers of the Constitution.

SS4H2a Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).

SS4H2b 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.

SS4H3a 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."

SS4H3b 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.

SS4H3c 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).

Examine the main ideas of the abolitionist and suffrage movements.

SS4H4

SS4H4a Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

SS4H5 Explain the causes, major events, and consequences of the Civil War.

SS4H5a 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.

SS4H5b Discuss how the issues of states' rights and slavery increased tensions between the North and South.

SS4H5c Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.

SS4H5d Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.

SS4H5e Describe the effects of war on the North and South.

SS4H6 Analyze the effects of Reconstruction on American life.

SS4H6a Describe the purpose of the 13th, 14th, and 15th Amendments.

SS4H6b Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau).

SS4H6c Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.

SS4H6d Describe the effects of Jim Crow laws and practices.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.***

GA Standard Code

SS4G1 Locate important physical and man-made features in the United States.

SS4G1a 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.

SS4G1b 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.

SS4G2	**Describe how physical systems affect human systems.**	
	SS4G2a	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.
	SS4G2b	Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861.
Map and Globe Skills	**Use maps to retrieve social studies information.**	
	Map and Globe Skills	Use graphic scales to determine distances on a map.
	Map and Globe Skills	Use latitude and longitude to determine location.
	Map and Globe Skills	Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.
	Map and Globe Skills	Draw conclusions and make generalizations based on information from maps.
	Map and Globe Skills	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.
	Map and Globe Skills	Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations.
HCS Graduate Learner Outcome	***As a Henry County graduate, I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.***	
GA Standard Code		
SS4CG1	**Describe the meaning of:**	
	SS4CG1a	Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)
	SS4CG1b	"We the People" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty
	SS4CG1c	The federal system of government in the U.S. (federal powers, state powers, and shared powers)
	SS4CG1d	Representative democracy/republic
SS4CG2	**Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.**	

SS4CG3 **Describe the structure of government and the Bill of Rights.**

SS4CG3a 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.

SS4CG3b Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights place limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will apply the concepts and processes from economics to issues of personal finance and local, national and global markets.***

GA Standard Code

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

SS4E1a Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).

SS4E1b 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.

SS4E1c Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).

SS4E1d Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).

SS4E1e Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).

SS4E1f 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).

SS4E2 **Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.**

HCS Graduate Learner Outcome	***As a Henry County graduate, I will apply my knowledge of discipline-based processes and skills to question, research, communicate and present supported arguments and foster civic discourse.***

GA Standard Code

Information Processing Skills **Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions,**

Information Processing Skills Formulate appropriate research questions.

Information Processing Skills Determine adequacy and/or relevancy of information.

Information Processing Skills Check for consistency of information.

Information Processing Skills	Identify main idea, detail, sequence of events, and cause and effect in a social studies context.
Information Processing Skills	Identify and use primary and secondary sources.
Information Processing Skills	Interpret timelines, charts, and tables.
Information Processing Skills	Draw conclusions and make generalizations.
Information Processing Skills	Analyze graphs and diagrams.
Information Processing Skills	Translate dates into centuries, eras, or ages.
Information Processing Skills	Identify issues and/or problems and alternative solutions
Information Processing Skills	Analyze artifacts.