

SCOPE AND SEQUENCE CHART

Unit Name	Unit Description	Georgia Standards of Excellence	Unit Duration
<p>Unit 1: Using Connecting Themes in 4th Grade Social Studies</p>	<p>This unit is designed to introduce students to the seven themes that will feature prominently in Fourth Grade Social Studies. Activities will focus on <i>relating beliefs and ideals; conflict and change; distribution of power; individuals, groups, institutions; location; movement/migration; and technological innovations</i> to students. By the end of the unit students should demonstrate that they are comfortable with the enduring understandings and can apply them to practical, everyday situations.</p>	<p>This unit does not address standards; rather it is an introduction to the themes by which the standards should be taught throughout the 5th grade year</p> <ul style="list-style-type: none"> • Beliefs & Ideals • Individuals, Groups, & Institutions • Conflict & Change • Movement & Migration • Distribution of Power • Technological Innovations • Production, Distribution, & Consumption • Location <p>These themes will provide the scaffolding needed for the study of Social Studies for the rest of the school year.</p>	<p>1 week</p>
<p>Unit 2: The Discovery of America</p>	<p>In this unit, students will learn about the groups of people who first inhabited North America before the Age of Exploration. Student will learn how <i>location</i> helped the Native Americans throughout the continent establish settlements and utilize the resources available in their area. By understanding the intrinsic reasons for <i>movement/migration</i>, student will learn how the Native American and European explorers affected each other and the</p>	<p>Location</p> <ul style="list-style-type: none"> • American Indian settlements (<i>SS4H1a, SS4G2a</i>) • Use of environment (<i>SS4H1b</i>) • Major features of the US (<i>SS4G1a</i>) • Early adaptations to new environments (<i>SS4G2b</i>) <p>Movement & Migration</p> <ul style="list-style-type: none"> • Reasons, obstacles, accomplishments of explorers (<i>SS4H2a</i>) • Cooperation/conflict between Europeans/Natives (<i>SS4H2b</i>) • Describe opportunity costs (<i>SS4E1a</i>) 	<p>3 weeks</p>

	development of culture and economy in North America.		
<p>Unit 3: The Colonization of North America</p>	<p>In this unit, students will learn about the way of life in the New England, Mid-Atlantic, and Southern colonies. By using the enduring understanding of location, the students will examine how the geography of the region affected the daily life of the colonists living in that area. Students will also learn the ways in which individuals, groups, and institutions impacted the choices colonists could make in deciding the types of jobs and way of life for each region.</p>	<p>Location</p> <ul style="list-style-type: none"> • Geography of each colony (SS4G2c) • Compare/contrast life of colonial regions (SS4H3a) • Explain price incentives (SS4E1b) <p>Individuals, Groups, & Institutions</p> <ul style="list-style-type: none"> • Colonial life (SS4H3b) • Describe specialization (SS4E1c) • Explain voluntary exchange (SS4E1d) 	<p>4 weeks</p>

<p>Unit 4: Forming a New Nation</p>	<p>In this unit, students will understand why the English colonists decided to separate from England and form an independent nation. Students will use the connecting theme of <i>beliefs and ideals</i> to understand why the Declaration of Independence was created and explain why we enjoy the rights and freedoms we do today. They will also focus on the connecting theme of <i>conflict and change</i> to explore the causes of the American Revolution and analyze how citizens are able to make changes in their society today. Finally, through the connecting theme of <i>individuals, groups, institutions</i>, students will describe the role of key individuals in the American Revolution and explain how their actions influence the choices people make in their lives.</p>	<p>Beliefs & Ideals</p> <ul style="list-style-type: none"> • Explain the Declaration of Independence (<i>SS4H4b</i>) • Natural rights in Declaration (<i>SS4CG1a</i>) <p>Conflict & Change</p> <ul style="list-style-type: none"> • Events that shaped the revolutionary movement (<i>SS4H4a</i>) • Major events of the Revolution (<i>SS4H4c</i>) • Use of physical geography (<i>SS4G2d</i>) <p>Individuals, Groups, & Institutions</p> <ul style="list-style-type: none"> • Key individuals in the Revolution (<i>SS4H4d</i>) 	<p>4 weeks</p>
<p>Unit 5: Challenges of a New Nation</p>	<p>In this unit, students will understand the challenges that faced the early United States. Students will learn about the weaknesses of the early government and the creation of the United States Constitution. Through the connecting theme <i>beliefs and ideals</i>, students will understand why the phrase “We the people” has so much importance. The connecting theme <i>conflict and change</i> will teach students</p>	<p>Beliefs and Ideals</p> <ul style="list-style-type: none"> • “We the people” (<i>SS4CG1b</i>) <p>Conflict & Change</p> <ul style="list-style-type: none"> • Weaknesses of Articles of Confederation (<i>SS4H5a</i>) • Explain the Bill of Rights (<i>SS4H5b</i>) • War of 1812 (<i>SS4H5e</i>) • Describe how trade promotes economic activity (<i>SS4E1e</i>) <p>Individuals, Groups, & Institutions</p>	<p>5 weeks</p>

	<p>about the Articles of Confederation and how this weak national government changed to the US Constitution through many debates and compromises. Students will also learn about the causes and effects of the War of 1812 and the changes that resulted in this conflict. Finally, students will understand how individuals, groups, institutions have an impact in facilitating changes for the better or worse.</p>	<ul style="list-style-type: none"> • Major leaders of the Constitutional Convention (SS4H5b) 	
<p>Unit 6: Expansion of a New Nation</p>	<p>In this unit, students will understand how the United States acquired land that made its borders stretch from “sea to shining sea” and the positive and negative effects of gaining this new land. Students will use the connecting theme of individuals, groups, and institutions to understand how the role of minority groups would change and how this necessary change was sparked. Students will also learn about movement/migration to understand how all groups of people impact each other and leave their mark on a place. Finally, students will understand how technological innovations have positive and negative effects on the world around them.</p>	<p>Individuals, Groups, & Institutions</p> <ul style="list-style-type: none"> • Biographies of Harriet Tubman, Elizabeth Cady Staton (SS4H7a) • Significance of Sojourner Truth’s address (SS4H7b) <p>Movement & Migration</p> <ul style="list-style-type: none"> • Territorial expansion (SS4H6a) • Major man-made features (SS4G1b) • Physical barriers (SS4G2e) <p>Technological Innovations</p> <ul style="list-style-type: none"> • Impact of steamboat, locomotive, telegraph (SS4H6b) • Examples of advancements’ impact on business (SS4E1f) 	<p>5 weeks</p>

<p>Unit 7: Our American Government</p>	<p>In this unit, students will learn how the government of the United States operates. Students will use the connecting theme of <i>distribution of power</i> to learn the role of the branches of government and how the federal system of government operates. By learning about <i>rule of law</i>, students will understand how laws are created, enforced, and protect a citizen’s right.</p>	<p>Distribution of Power</p> <ul style="list-style-type: none"> • 3 branches of gov’t (<i>SS4H5c</i>) • Federal system of gov’t (<i>SS4CG1c</i>) • Limiting power of authority (<i>SS4CG3d</i>) <p>Rule of Law</p> <ul style="list-style-type: none"> • Freedom of expression (<i>SS4CG2</i>) • Respecting rights of others •(<i>SS4CG4a</i>) • Obeying reasonable laws (<i>SS4CG4b</i>) • Making & enforcing laws (<i>SS4CG3a</i>) • Managing conflicts and protecting rights (<i>SS4CG3b</i>) • Providing defense (<i>SS4CG3c</i>) • Fiscal responsibility (<i>SS4CG3e</i>) 	<p>5 weeks</p>
<p>Unit 8: Being a Responsible Spender by Learning from Our Past</p>	<p>In this unit, students will apply what they have learned from this year’s study of Social Studies and the decisions of people and groups from our past to understand basic economic concepts. Students will participate in activities that reflect the connecting themes of production, distribution, consumption and scarcity. From their participation in these activities, the students will gain experience to develop their understanding of decision-making and opportunity costs, voluntary exchange and price incentives, productivity and specialization, and personal finance.</p>	<p>Production, Distribution, & Consumption /Scarcity</p> <ul style="list-style-type: none"> • Identify elements of a personal budget (<i>SS4E2</i>) • Explain spending and saving decisions (<i>SS4E2</i>) <p><i>**This unit will reflect some type of activity in which students create their own economic system.**</i></p>	<p>6 weeks</p>