



<p><u>Unit One:</u> <u>Connecting Themes in Fourth Grade Social Studies</u> Standards: The focus of this important first unit is on the concepts and enduring understandings rather than specific standards. In this unit students will be introduced to the unit connecting themes of:</p> <ul style="list-style-type: none"> • Beliefs and Ideals • Conflict and Change • Distribution of Power • Individuals, Groups, Institutions • Location • Movement/Migration • Technological Innovations <p>(These themes will provide the scaffolding needed for the study of Social Studies for the rest of the school year.)</p> <p><u>Unit Two:</u> <u>The Discovery of North America</u> <u>Location</u> Standards: H1a,b; H2a,b; G1a; G2a,b; E1a Map Skills: 6,8 Info Skills: 5,7,13</p> <p><u>Location</u></p> <ul style="list-style-type: none"> • American Indian settlements (H1a, G2a) • Use of environment (H1b) • Major features of the US (G1a) • Early adaptations to new environments (G2b) 	<p><u>Unit Three:</u> <u>The Colonization of North America</u> Standards: H3a,b; G2c; E1b,c,d Map Skills: 6,8,11,12 Info Skills: 13</p> <p><u>Location</u></p> <ul style="list-style-type: none"> • Geography of each colony (G2c) • Compare/contrast life of colonial regions (H3a) • Explain price incentives (E1b) <p><u>Individuals, Groups, Institutions</u></p> <ul style="list-style-type: none"> • Colonial life (H3b) • Describe specialization (E1c) • Explain voluntary exchange (E1d) <p><u>Unit Four:</u> <u>Forming a New Nation</u> Standards: H4a,b,c,d; G2d; CG1a Map Skills: 6,7,8,10,11,12 Info Skills: 5,6,7,17</p> <p><u>Beliefs and Ideals</u></p> <ul style="list-style-type: none"> • Explain the Declaration of Independence (H4b) • Natural rights in Declaration (CG1a) <p><u>Conflict and Change</u></p> <ul style="list-style-type: none"> • Events that shaped the revolutionary movement (H4a) • Major events of the Revolution (H4c) 	<p><u>Unit Five:</u> <u>Challenges of a New Nation</u> <u>Beliefs and Ideals</u> Standards: H5a,b,d,e; H7a,b; CG1b; CG5; E1e Map Skills: 7,11 InfoSkills:5,7,11</p> <p><u>Beliefs and Ideals</u></p> <ul style="list-style-type: none"> • “We the people” (CG1b) <p><u>Conflict and Change</u></p> <ul style="list-style-type: none"> • Weaknesses of Articles of Confederation (H5a) • Explain the Bill of Rights (H5b) • War of 1812 (H5e) • Describe how trade promotes economic activity (E1e) <p><u>Individuals, Groups, Institutions</u></p> <ul style="list-style-type: none"> • Major leaders of the Constitutional Convention (H5b) <p><u>Unit Six:</u> <u>Expansion of a New Nation</u> Standards: H6a,b; G1b; G2e; E1f Map Skills: 6,7,8,10,11,12 Info Skills: 5,7,11</p> <p><u>Individuals, Groups, Institutions</u></p> <ul style="list-style-type: none"> • Biographies of Harriet Tubman, Elizabeth Cady Staton (H7a) • Significance of Sojourner Truth’s address (H7b) 	<p><u>Unit Seven:</u> <u>Our American Government</u> Standards: H5c; CG1c; CG2; CG3a,b,c,d,e; CG4a,b Map Skills: InfoSkills:5,7,11</p> <p><u>Distribution of Power</u></p> <ul style="list-style-type: none"> • 3 branches of gov’t (H5c) • Federal system of gov’t (CG1c) • Limiting power of authority (CG3d) <p><u>Rule of Law</u></p> <ul style="list-style-type: none"> • Freedom of expression (CG2) • Respecting rights of others (CG4a) • Obeying reasonable laws (CG4b) • Making & enforcing laws (CG3a) • Managing conflicts and protecting rights (CG3b) • Providing defense (CG3c) • Fiscal responsibility (CG3e) <p><u>Unit Eight:</u> <u>Being a Responsible Spender by Learning from Our Past</u> Standards: E1a,b,c,d,e,f; E2 Map Skills: Info Skills: 5,7,11</p> <p>In this unit, students will use what they have learned from this year’s unit focuses about opportunity costs, price incentives, specialization, voluntary exchange, trade, and productivity to create a “business community” and understand personal finance.</p>
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First Nine Weeks

Second Nine Weeks

Third Nine Weeks

Fourth Nine Weeks

Movement/Migration

- Reasons, obstacles, accomplishments of explorers (H2a)
- Cooperation/conflict between Europeans/Natives (H2b)
- Describe opportunity costs (E1a)

- Use of physical geography (G2d)

Individuals, Groups, Institutions

- Key individuals in the Revolution (H4d)

Movement/Migration

- Territorial expansion (H6a)
- Major man-made features (G1b)
- Physical barriers (G2e)

Technological Innovation

- Impact of steamboat, locomotive, telegraph (H6b)
- Examples of advancements' impact on business

Unit Connecting Themes:

Production, Distribution, Consumption Scarcity

- Identify elements of a personal budget (E2)
- Explain spending and saving decisions (E2)

This unit will reflect some type of activity in which students create their own economic system.

Teaching, Learning, Caring

Reading and Writing Across the Curriculum will be incorporated into all classes.