



MOTIVATED VISIONARY PROBLEM SOLVERS

Sumter County Intermediate 4th Grade Social Studies Curriculum Map

	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks		
<b>Instructional Segment</b>	<b>Connecting Themes</b>	<b>Forming a New Nation</b>	<b>Challenges of a New Nation</b>	<b>The Nation Expands</b>	<b>Civil War and Reconstruction</b>	<b>Economics</b>
<b>Estimated Time</b>	1 Week	9 Weeks	8 Weeks	9 Weeks	7 Weeks	2 Weeks
<b>GSE For Social Studies</b>	NA	SS4H1, SS4CG1a, SS4G2a	SS4H2, SS4CG1b-d, SS4CG2, SS4CG3	SS4H3, SS4H4, SS4E1a, SS4E1d, f, SS4G1, SS4G2b	SS4H5, SS4H6, SS4E1c, SS4G1b	SS4E1a-f, SS4E2
<b>Key Concepts</b>	Beliefs & Ideals Conflict & Change Distribution of Power Individuals, Groups & Institutions Location Movement/Migration Production, Distribution & Consumption Technology & Innovation	Causes, events, and results of the American Revolution  Explain the Declaration of Independence	The Articles of Confederation  The Constitutional Convention  The Preamble Our form of government and checks & balances  The First Amendment  The Bill of Rights	War of 1812  Impact of westward expansion on American Indians  Territorial Expansion  Abolitionist and Suffragist movements  Opportunity cost and voluntary exchange in historical context	Causes of the Civil War  Major Events the Civil War  Effects of the Civil War Social and Political  Effects of Reconstruction  Economic specialization in historical context	Opportunity cost, price incentives, specialization, voluntary exchange, trade, technology's impact on business productivity in historical contexts  Personal budgets and decision making

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

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.

Sumter County Intermediate Curriculum Map  
Edited August 2021

**Sumter County Schools**  
**4th Grade Social Studies Pacing Guide**  
**3rd 9 Weeks**

<b>Detailed Standards</b>	<b>Prerequisite Skill(s)</b>	<b>Priority Skill (Optional)</b>	<b>Time Frame</b>	<b>Assessment</b>	<b>Resources (Optional)</b>	<b>Comments/ Focus Skills</b>
<p><b>Government</b>            SS4CG3 Describe the structure of government and the Bill of Rights.            a. 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.</p> <p><b>Westward Expansion</b>            SS4H3 Explain westward expansion in America.            a. 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."            b. 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.            c. 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)</p>	<p><b>Government</b>            SS3CG1 Describe the elements of representative democracy/republic in the United States. a. Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).            c. State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).</p> <p><b>Westward Expansion</b>            SS3H1 Describe early American Indian cultures and their development in North America.            a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.</p>		<p><b>Government</b>            SS3CG1c            January 10 -- January 14, 2022</p> <p><b>Westward Expansion</b>            SS4H3a            January 17 -- January 21, 2022</p> <p>SS4H3b            January 24 -- February 3, 2022</p> <p>SS4H3c            February 3 -- February 16, 2022</p> <p><b>Abolitionist and Suffrage</b>            SS4H4a            February 17 -- February 25, 2022</p> <p><b>Economics</b>            SS3E4            February 28 -- March 8, 2022</p>	<p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>Branches of Governments and Their Responsibilities Drag and Drop.</li> <li>War of 1812 Reading Comprehension</li> <li>Westward Expansion Reading Comprehension</li> <li>Westward Expansion Drag and Drop</li> <li>People of the abolitionist and suffrage movement activity</li> <li>Economics in settling the west activity.</li> </ol> <p><b>Summative:</b></p> <ol style="list-style-type: none"> <li>Government Summative</li> <li>Government Project</li> <li>Westward Expansion Summative Test</li> <li>Westward Expansion Project</li> </ol>	<p><b>Google SlideShows:</b></p> <ul style="list-style-type: none"> <li>War of 1812 Uni...</li> <li>Copy of War of ...</li> <li>Westward Exp...</li> </ul> <p><a href="#">Westward Expansion Interactive Notebook</a></p> <ul style="list-style-type: none"> <li>Copy of Suffrag...</li> <li>Copy of Women...</li> <li>Harriet Tubman ...</li> <li>Copy of Copy of...</li> <li>Copy of Copy of...</li> </ul> <p><b>MyOn Books:</b></p> <ul style="list-style-type: none"> <li>See List</li> </ul> <p><b>Weekly Studies:</b></p> <p>Week 14: The War of 1812            Week 15: Louisiana Purchase/ Lewis and Clark            Week 16: Indian Removal Act and The Trail of Tears            Week 17: A Growing Nation/ (Lewis/Clark)            Week 18: Alamo            Week 19: Westward Expansion            Week 20: The Gold Rush            Week 23: Abolitionism            Week 24: Suffrage</p> <p><b>Gallopade Clickbooks:</b>            Lesson 9.1: The War of 1812</p>	<p><b>ELAGSE4L6</b>            Use grade-appropriate general academic vocabulary, including words that indicate precise actions, emotions, and states of being (e.g., whined, loneliness, peacefulness) as well as grade-appropriate content-area vocabulary (e.g., wildlife, adapt, habitat) correctly in context</p> <p><b>ELAGSE4RI3</b>            Explain cause-and-effect relationships (i.e., explain what happened and why) in a historical, scientific, or technical text by comprehending specific information in the text as well as by identifying individual cue words</p> <p><b>ELAGSE4RI9</b>            Integrate information from two nonfiction texts on the same topic into a broader understanding in order to write or speak knowledgeably about the topic</p> <p><b>ELAGSE4RI10</b>            Describe characteristics</p>

<p>and the development of mining towns.)</p> <p><b><u>Abolitionist and Suffrage Movement</u></b>  SS4H4 Examine the main ideas of the abolitionist and suffrage movements.</p> <p>a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.</p> <p><b><u>Economics</u></b>  SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).</p>	<p><b><u>Economics</u></b>  SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.</p>				<p>Lesson 11.1: The US Gets Bigger  Lesson 11.3: The Louisiana Purchase  Lesson 11.4: A Treaty for Florida and a Fight for Texas  Lesson 11.5: From Oregon to California  Lesson 12.1: Indian Removal  Lesson 13.1: The Abolitionist Movement  Lesson 14.1: The Women's Suffrage Movement</p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>▶ Louisiana Purch...</li> <li>▶ Sacagawea, Le...</li> <li>▶ The War of 1812</li> <li>▶ SUSAN B ANT...</li> </ul> <p><a href="#">Harriet Tubman</a></p> <ul style="list-style-type: none"> <li>▶ Frederick Dougl...</li> <li>▶ Lego Battle of t...</li> <li>▶ The California ...</li> <li>▶ Trail of Tears for...</li> <li>▶ Lego Battle of t...</li> <li>▶ Sojourner Truth ...</li> </ul>	<p>of different informational texts including biographies, history books, science books, and how-to texts</p>
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# Grading Inventory Document

School: Sumter County Intermediate School

Teacher: \_\_\_\_\_

Grade Level(s): 4th Grade

Course(s)/Subject(s): Social Studies

Name of Graded Item	Type of Graded Item (assignment, task, quiz, test, project, other, etc.)	Standards Covered by Item	Focus Skills Covered by Item	How Graded Items was Completed (individual, partner, group)	Mode of completion (synchronous, asynchronous)	Number and percentage of students who passed the item
Branches of Governments and Their Responsibilities Drag and Drop. <input type="checkbox"/> Branches of ...	Quiz	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.		Individual	Synchronous	
War of 1812 Reading Comprehension <a href="#">War of 1812 Reading Comprehension</a>	Assignments	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."		Individual	Synchronous	
Trail of Tears Reading Comprehension <a href="#">Trail of Tears Reading Comprehension</a>	Assignments	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.		Individual	Synchronous	
Westward Expansion Drag and Drop	Quiz	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.)		Individual	Synchronous	

People of the abolitionist and suffrage movement activity	Assignments	SS4H4a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.		Individual	Synchronous	
Economics in settling the west activity.	Assignment	SS4E1a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).		Individual	Synchronous	
Government Summative	Test	SS4CG3a, SS4CG1c		Individual	Synchronous	
Government Project	Project	SS4CG3a, SS4CG1c		Individual	Synchronous	
Westward Expansion Summative	Test	SS4H3a, SS4H3b, SS4H3c		Individual	Synchronous	
Westward Expansion Project	Project	SS4H3a, SS4H3b, SS4H3c		Individual	Synchronous	

**Questions:**

- 1. What was the most frequently graded item type?**
- 2. Does the most frequently graded item include any Focus Skills? If so, how many?**
- 3. Does the most frequently graded item include any Focus Skills not covered in the current Nine Weeks Expectations or Curriculum Maps? If so, how many?**





# SUMTER COUNTY INTERMEDIATE SCHOOL

**Dr. April Smith, Principal**

Mr. Mohan Gugulothu, Assistant Principal

Mrs. Tawana Bettis, Counselor

Mr. Rodney Shelton, Assistant Principal

Ms. Hayley Champion, Counselor

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## **3rd Nine Weeks** **4th Grade Social Studies Expectations**

**Standards:**

**The students will learn:**

### **Government**

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

- a. 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.

### **Westward Expansion**

SS4H3 Explain westward expansion in America.

- a. 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."
- b. 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.
- c. 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).

### **Abolitionist and Suffrage Movement**

SS4H4 Examine the main ideas of the abolitionist and suffrage movements.

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

### **Economics**

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

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