



JC Schools 4th Grade Social Studies Yearly Standards

Unit	Overarching Standards (DESE State Priority)	JC Schools Priority Standards	JC Schools Supporting Standards
Unit 1 Exploration, Settlement, & Expansion of North America <i>20 Lessons</i>	4.TS.7.A.a Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.	No priority standard alignment.	4.H.3.C.a Identify and describe the contributions of historically significant individuals to America and the United States prior to c.1800.
	4.TS.7.A.b Analyze and use artifacts to share information on social studies' topics.	4.RI.6.D.a Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	4.RI.6.A.a Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
	4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.	No priority standard alignment.	4.EG.5.G.a Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.
	4.TS.7.B.b Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	No priority standard alignment.	4.EG.5.A.a Construct and interpret historical and current maps.
	4.TS.7.C.a	4.H.3.B.a Examine cultural interactions and conflicts among Native Americans,	No supporting standard alignment.

	Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.	Immigrants from Europe, and enslaved and free Africans and African Americans prior to c.1800.	
	4.TS.7.D.a With assistance, conduct and present social studies' research to an audience using appropriate sources.	4.RI.6.E.a Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c.1800.	4.EG.5.E.a Analyze how changes in communication and transportation technologies affect people's lives.
	4.TS.7.E.b Apply a research process to a compelling social studies' question.	4.H.3.A.b Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.	4.H.3.A.a Describe the migrations of Native Americans prior to 1800.
	4.TS.7.E.c Identify and use appropriate resources for investigating a compelling social studies' question.	No priority standard alignment.	4.RI.6.C.a Research stories and songs that reflect the cultural history of the early United States prior to 1800.
	4.TS.7.F.a Research an appropriate social studies' question and share results with an audience.	4.H.3.F.a Investigate the causes and consequences of westward expansion prior to 1800.	4.H.3.A.c Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.
Unit 2 American Revolution & Research <i>15 Lessons</i>	4.TS.7.A.a Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.	No priority standard alignment.	4.H.3.C.a Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. 4.H.3.E.a Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.
	4.TS.7.A.b	4.RI.6.D.a	4.PC.1.F.a

	Analyze and use artifacts to share information on social studies' topics.	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	Recognize and explain the significance of national symbols associated with historical events and time periods being studied. 4.RI.6.A.a Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
	4.TS.7.C.a Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.	4.H.3.B.a Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c.1800. 4.H.3.D.a Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.	No supporting standard alignment.
	4.TS.7.D.a With assistance, conduct and present social studies' research to an audience using appropriate sources.	4.RI.6.E.a Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c.1800.	4.EG.5.E.a Analyze how changes in communication and transportation technologies affect people's lives.
	4.TS.7.E.c Identify and use appropriate resources for investigating a compelling social studies' question.	No priority standard alignment.	4.H.3.D.b Explain the factors that contributed to the colonists' success. 4.RI.6.C.a

			Research stories and songs that reflect the cultural history of the early United States prior to 1800.
	4.TS.7.F.a Research an appropriate social studies' question and share results with an audience.	No priority standard alignment.	4.RI.6.B.a Apply constructive processes or methods for resolving conflicts.
Unit 3 Creating America's Government <i>20 Lessons</i>	4.TS.7.A.a Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.	4.PC.1.C.a Explain the major purpose of the Bill of Rights.	4.GS.3.B.a Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c.1800. 4.GS.2.C.a Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events. 4.H.3.C.a Identify and describe the contributions of historically significant individuals to America and the United States prior to c.1800. 4.H.3.E.a Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill. 4.H.3.E.b Explain how the Declaration of Independence, the Constitution and

			the Bill of Rights affected people in the United States prior to c.1800 of Rights.
	4.TS.7.B.b Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	No priority standard alignment.	4.GS.2.A.a Explain how the purpose and roles of government were debated c. early settlements to 1800. 4.PC.1.D.a Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
	4.TS.7.C.a Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.	4.H.3.B.a Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c.1800.	4.PC.1.E.a Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800.
	4.TS.7.D.a With assistance, conduct and present social studies' research to an audience using appropriate sources.	4.PC.1.B.a Explain the major purposes of the U.S. Constitution. 4.RI.6.E.a Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c.1800.	4.PC.1.B.b With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty. 4.PC.1.C.b Identify important principles in the Bill of Rights.
	4.TS.7.E.a Generate compelling research questions about a social studies topic.	4.GS.2.D.a Identify and explain the functions of the three branches of government in the federal government.	No supporting standard alignment.

	4.TS.7.E.b Apply a research process to a compelling social studies' question.	4.PC.1.A.a With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.	
Unit 4 Regions of U.S. <i>10 Lessons</i>	4.TS.7.B.a Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.	4.EG.5.D.a Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	4.EG.5.C.b Identify and compare diverse human geographic characteristics of the nation.
	4.TS.7.B.b Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	4.EG.5.C.a Identify and compare physical characteristics of specific regions within the nation.	4.EG.5.A.a Construct and interpret historical and current maps. 4.EG.5.B.a Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics. 4.EG.5.F.a Identify different regions in the United States and analyze how their characteristics affect people who live there.
Unit 5 Economics <i>10 Lessons</i>	4.TS.7.B.b Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	No priority standard alignment.	4.E.4.C.a Explain how the government utilizes taxes to provide goods and services.

	4.TS.7.E.a Generate compelling research questions about a social studies topic.	4.E.4.D.a Explain factors, past and present, that influence changes in state and regional economies.	No supporting standard alignment.
	4.TS.7.E.c Identify and use appropriate resources for investigating a compelling social studies' question.	No priority standard alignment.	4.E.4.A.a Compare and contrast saving and financial investment. 4.E.4.A.b Explain the relationship between profit and loss in economic decisions. 4.E.4.A.c Distinguish among natural, capital and human resources.
	4.TS.7.F.a Research an appropriate social studies' question and share results with an audience.	No priority standard alignment.	4.E.4.B.a Conduct a public cost-benefit analysis.