HENRY COUNTY SCHOOLS

Better Together.

4TH GRADE

ENGLISH LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES

HENRY

Teaching & Learning Standards

Teaching & Learning Standards

English Language Arts

4th Grade

4th Grade
English Language Arts

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading	Quality Literary and Informational Read-Aloud Texts 1 Extended Literary Text and 1 Extended Informational Text 5-6 short literary text connections 5-6 informational short texts ELAGSE4RL1-10 & ELAGSE4RI1-10	Quality Literary and Informational Read-Aloud Texts 1 Extended Literary Text and 1 Extended Informational Text 5-6 short literary text connections 5-6 informational short texts ELAGSE4RL1-10 & ELAGSE4RI1-10	Quality Literary and Informational Read-Aloud Texts 1 Extended Literary Text and 1 Extended Informational Text 5-6 short literary text connections 5-6 informational short texts ELAGSE4RL1-10 & ELAGSE4RI1-10	Quality Literary and Informational Read-Aloud Texts 1 Extended Literary Text and 1 Extended Informational Text 5-6 short literary text connections 5-6 informational short texts ELAGSE4RL1-10 & ELAGSE4RI1-10
Writing	Launch the Writing Workshop (routines & procedures) Narrative Genre ELAGSE4W3 Diverse Writing – response to reading, task specific, & summaries ELAGSE4W4, ELAGSE4W5, ELAGSE4W6, ELAGSE4W8, ELAGSE4W9, ELAGSE4W10	Informational Genre ELAGSE4W2 Diverse Writing – response to reading, task specific, & summaries ELAGSE4W4, ELAGSE4W5, ELAGSE4W6, ELAGSE4W8, ELAGSE4W9, ELAGSE4W10	Opinion Genre ELAGSE4W1 Diverse Writing – response to reading, task specific, & summaries ELAGSE4W4, ELAGSE4W5, ELAGSE4W6, ELAGSE4W8, ELAGSE4W9, ELAGSE4W10	Opinion Genre ELAGSE4W1 Narrative Genre – Historical Fiction ELAGSE4W3 Diverse Writing – response to reading, task specific, & summaries ELAGSE4W4, ELAGSE4W5, ELAGSE4W6, ELAGSE4W8, ELAGSE4W9, ELAGSE4W10
Reading Foundations	*Reading Foundational Skills* - Address phonics, word recognition, and fluency ELAGSE4RF3-4 *Speaking and Listening* - Confirm understandings; participate in collaborative discussions; and report findings ELAGSE4SL1-6 *Language* - Study and apply grammar and vocabulary in speaking and writing ELAGSE4L1-6			
Content Literacy	*Content writing* - summaries, writing to learn, response to an open-ended question ELAGSE4W4, ELAGSE4W5, ELAGSE4W6, ELAGSE4W8, ELAGSE4W9 *Research* – 2 or 3 short research connections (may be shared research on a topic or theme connected to content) ELAGSE4W7, ELAGSE4W8	*Content writing* - summaries, writing to learn, response to an open-ended question ELAGSE4W4, ELAGSE4W5, ELAGSE4W6, ELAGSE4W8, ELAGSE4W9 *Research* – 2 or 3 short research connections (may be shared research on a topic or theme connected to content) ELAGSE4W7, ELAGSE4W8	*Content writing* - summaries, writing to learn, response to an open-ended question ELAGSE4W4, ELAGSE4W5, ELAGSE4W6, ELAGSE4W8, ELAGSE4W9 *Research* – 2 or 3 short research connections (may be shared research on a topic or theme connected to content) ELAGSE4W7, ELAGSE4W8	*Content writing* - summaries, writing to learn, response to an open-ended question ELAGSE4W4, ELAGSE4W5, ELAGSE4W6, ELAGSE4W8, ELAGSE4W9 *Research* – 2 or 3 short research connections (may be shared research on a topic or theme connected to content) ELAGSE4W7, ELAGSE4W8

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 read closely to analyze and evaluate all forms of text (both informational and literature)*
GA Standard Code	
ELAGSE4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ELAGSE4RL3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ELAGSE4RL4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
ELAGSE4RL5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELAGSE4RL6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELAGSE4RL7	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.
ELAGSE4RL9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
ELAGSE4RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ELAGSE4RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELAGSE4RI3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
ELAGSE4RI4	Determine the meaning of general academic language and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.
ELAGSE4RI5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELAGSE4RI6	**Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**
ELAGSE4RI7	**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**
ELAGSE4RI8	**Explain how an author uses reasons and evidence to support particular points in a text.**
ELAGSE4RI9	**Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**
ELAGSE4RI10	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
ELAGSE4RF3	**Know and apply grade-level phonics and word analysis skills in decoding words.**
ELAGSE4RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
ELAGSE4RF4	**Read with sufficient accuracy and fluency to support comprehension.**
ELAGSE4RF4a	Read on-level text with purpose and understanding.
ELAGSE4RF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
ELAGSE4RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
HCS Graduate Learner Outcome	***As a Henry County graduate, I will construct task-appropriate writing for diverse purposes and audiences.***
GA Standard Code	
ELAGSE4W1	**Write opinion pieces on topics or texts, supporting a point of view with reasons.**
ELAGSE4W1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
ELAGSE4W1b	Provide reasons that are supported by facts and details.
ELAGSE4W1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
ELAGSE4W1d	Provide a concluding statement or section related to the opinion presented.

ELAGSE4W2 **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

ELAGSE4W2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

ELAGSE4W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELAGSE4W2c Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because)

ELAGSE4W2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELAGSE4W2e Provide a concluding statement or section related to the information or explanation presented.

ELAGSE4W3 **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

ELAGSE4W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

ELAGSE4W3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

ELAGSE4W3c Use a variety of transitional words and phrases to manage the sequence of events.

ELAGSE4W3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELAGSE4W3e Provide a conclusion that follows from the narrated experiences or events.

ELAGSE4W4 **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined above.)**

ELAGSE4W5 **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)**

ELAGSE4W6 **With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**

HCS Graduate Learner Outcome	***As a Henry County graduate, I will design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.***
GA Standard Code	
ELAGSE4W7	**Conduct short research projects that build knowledge through investigation of different aspects of a topic.**
ELAGSE4W8	**Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**
ELAGSE4W9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
ELAGSE4W9a	Apply grade 4 Reading Standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
ELAGSE4W9b	Apply grade 4 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
ELAGSE4W10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

HCS Graduate Learner Outcome	***As a Henry County graduate, I will collaborate and communicate effectively to participate in diverse discussions, share information and reasoning, or provide supporting evidence to convey and/or respond to clear and distinct perspectives.***
GA Standard Code	
ELAGSE4SL1	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
ELAGSE4SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
ELAGSE4SL1b	Follow agreed-upon rules for discussions and carry out assigned roles.
ELAGSE4SL1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELAGSE4SL1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELAGSE4SL2	**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
ELAGSE4SL3	**Identify the reasons and evidence a speaker provides to support particular points.**
ELAGSE4SL4	**Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**
ELAGSE4SL5	**Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**
ELAGSE4SL6	**Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language St**

HCS Graduate Learner Outcome	*As a Henry County graduate, I will employ the conventions of language, including word choice, effectively in written or spoken word.*
GA Standard Code	
ELAGSE4L1	**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
ELAGSE4L1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
ELAGSE4L1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.
ELAGSE4L1c	Use helping/linking verbs to convey various conditions.
ELAGSE4L1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ELAGSE4L1e	Form and use prepositional phrases.*
ELAGSE4L1f	Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*
ELAGSE4L1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*
ELAGSE4L1h	Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.
ELAGSE4L2	**Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**
ELAGSE4L2a	Use correct capitalization.
ELAGSE4L2b	Use commas and quotation marks to mark direct speech and quotations from a text.
ELAGSE4L2c	Use a comma before a coordinating conjunction in a compound sentence.
ELAGSE4L2d	Spell grade-appropriate words correctly, consulting references as needed.
ELAGSE4L3	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
ELAGSE4L3a	Choose words and phrases to convey ideas precisely.*
ELAGSE4L3b	Choose punctuation for effect.*
ELAGSE4L3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

ELAGSE4L4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**

ELAGSE4L4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

ELAGSE4L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

ELAGSE4L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELAGSE4L5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

ELAGSE4L5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

ELAGSE4L5b Recognize and explain the meaning of common idioms, adages, and proverbs.

ELAGSE4L5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

ELAGSE4L6 **Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).**

Teaching & Learning Standards

Math

4th Grade

ENRY LEARNING PROGRESSIONS

4th Grade
Math

Quarter 1		Quarter 2
Unit 1	**Unit 2**	**Unit 3**
8 Weeks	*8 Weeks*	*4 Weeks*
Whole Numbers, Place Value, and Rounding in Computation	**Multiplication and Division of Whole Numbers**	**Fraction Equivalents**
Generalize place value understanding for multi-digit whole numbers. MGSE4.NBT.1 (Powers of ten) MGSE4.NBT.2 (Read, write and compare multi-digit whole numbers) MGSE4.NBT.3 (Round whole numbers) Use place value understanding and properties of operations to perform multi-digit arithmetic. MGSE4.NBT.4 (Add and subtract/algorithm) Use the four operations with whole numbers to solve problems. MGSE4.OA.3 (Addition and subtraction multistep word problems) Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. MGSE4.MD.2 (Word problems- time, distance, volume, etc.) Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. MGSE4.MD.3 (Perimeter w/rectangles)	Use the four operations with whole numbers to solve problems. MGSE4.OA.1a (Interpret multiplication equations as comparisons) MGSE4.OA.1b (Represent verbal multiplicative comparisons) MGSE4.OA.2 (Multiplicative comparison word problems) MGSE4.OA.3 (Addition and subtraction multistep word problems) Gain familiarity with factors and multiples. MGSE4.OA.4 (Factor pairs) Generate and analyze patterns. MGSE4.OA.5 (Number shape patterns) Use place value understanding and properties of operations to perform multi-digit arithmetic. MGSE4.NBT.5 (Multiply whole numbers-up to four digit by one digit and two digit by two digit, with strategies and models) MGSE4.NBT.6 (Whole number quotients and remainders with up to four digit dividends and one digit divisors) Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. MGSE4.MD.3 (Area w/rectangles) Geometric Measurement: understand concepts of angle and measure angles. MGSE4.MD.8 (Rectilinear figures)	Extend understanding of fraction equivalence and ordering. MGSE4.NF.1 (Fraction a/b = (n x a)/ (n x b) MGSE4.NF.2 (Compare fractions) Use the four operations with whole numbers to solve problems. MGSE4.OA.3 (Multistep word problems with all operations)

The Standards for Mathematical Practice are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

ENRY LEARNING PROGRESSIONS

4th Grade Math

Quarter 3			Quarter 4	
Unit 4	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
4 Weeks	*4 Weeks*	*2 Weeks*	*2 Weeks*	*4 Weeks*
Operations with Fractions	**Fractions and Decimals**	**Geometry**	**Measurement**	**All**
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. MGSE4.NF.3a (Understand addition/subtraction of fractions) MGSE4.NF.3b (Decompose fractions) MGSE4.NF.3c (Add and subtract mixed numbers) MGSE4.NF.3d (Word problems with addition and subtraction) MGSE4.NF.4a (Understand a/b is a multiple of 1/b) MGSE4.NF.4b (Multiply a fraction by a whole number) MGSE4.NF.4c (Word problems multiplying fractions and whole numbers) Represent and interpret data. MGSE4.MD.4 (line plots) Use the four operations with whole numbers to solve problems. MGSE4.OA.3 (Multistep word problems with all operations)	Understand decimal notation for fractions, and compare decimal fractions. MGSE4.NF.5 (Denominators 10 and 100) MGSE4.NF.6 (Decimal notation) MGSE4.NF.7 (Comparing decimals) Use the four operations with whole numbers to solve problems. MGSE4.OA.3 (Multistep word problems with all operations) Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. MGSE4.MD.2 (Word problems- time, distance, volume, etc.)	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. MGSE4.G.1 (Points, lines, angles, etc.) MGSE4.G.2 (Classify 2- D figures) MGSE4.G.3 (Symmetry)	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. MGSE4.MD.1a (Customary unit relationships) MGSE4.MD.1b (Convert larger to smaller) MGSE4.MD.1c (Record measurement equivalents in two column tables) Geometric Measurement: understand concepts of angle and measure angles. MGSE4.MD.5a (concept of angle measurement) MGSE4.MD.5b(unit of angle measurement) MGSE4.MD.6 (Angles protractor) MGSE4.MD.7 (Angle measure as additive)	1 Week Review of Standards 3 Weeks Continue to provide data-driven, personalized enrichment experiences to meet the needs of learners.

The Standards for Mathematical Practice are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

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 be able to use mathematical practices to help make sense of the real world.***
GA Standard Code	
MP.1	**Make sense of problems and persevere in solving them.**
MP.2	**Reason abstractly and quantitatively.**
MP.3	**Construct viable arguments and critique the reasoning of others.**
MP.4	**Model with mathematics.**
MP.5	**Use appropriate tools strategically.**
MP.6	**Attend to precision.**
MP.7	**Look for and make use of structure.**
MP.8	**Look for and express regularity in repeated reasoning.**

HCS Graduate Learner Outcome	***As a Henry County graduate, I will be able to reason, describe, and analyze quantitatively using units and number systems to make sense of and solve problems.***
GA Standard Code	
MGSE4.OA	**Gain familiarity with factors and multiples.**
MGSE4.OA.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
MGSE4.NBT	**Generalize place value understanding for multi-digit whole numbers.**
MGSE4.NBT.1	Recognize that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
MGSE4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MGSE4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.

MGSE4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

MGSE4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

MGSE4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MGSE4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and onedigit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MGSE4.NF Extend understanding of fraction equivalence and ordering.

MSGE4.NF.1 Explain why two or more fractions are equivalent $\frac{a}{b} = \frac{n \times a}{n \times b}$ *ex:* $\frac{1}{4} = \frac{3 \times 1}{3 \times 4}$ *by using visual fraction models*. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

MGSE4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as*:* $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

MGSE4.NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

MGSE4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

MGSE4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: *:* $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8}$ = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8

MGSE4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

MGSE4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

MGSE4.NF.4a Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. *For example, use a visual fraction model to represent* $\frac{5}{4}$ *as the product 5 ×* $(\frac{1}{4})$*, recording the conclusion by the equation* $\frac{5}{4} = 5 \times (\frac{1}{4})$.

MGSE4.NF.4b Understand a multiple of a$\frac{a}{b}$as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 ×* $(\frac{2}{5})$ *as 6 ×* $(\frac{1}{5})$*, recognizing this product as* $\frac{6}{5}$ *. (In general, n ×* $(\frac{a}{b})$ *=* $(\frac{n \times a}{b})$*.*

MGSE4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

MGSE4.NF Understand decimal notation for fractions, and compare decimal fractions.

MGSE4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.*

MGSE4.NF.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

MGSE4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

MGSE4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

MGSE4.MD.1b Express larger units in terms of smaller units within the same measurement system, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

MGSE4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

HCS Graduate Learner Outcome ***As a Henry County graduate, I will be able to create, interpret, use, and analyze patterns of algebraic structures to make sense of problems.***

GA Standard Code

MGSE4.OA Use the four operations with whole numbers to solve problems.

MGSE4.OA.1a Understand that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity. Interpret a multiplication equation as a comparison e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.

MGSE4.OA.1b Represent verbal statements of multiplicative comparisons as multiplication equations.

MGSE4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

MGSE4.OA.3 Solve multistep word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

MGSE4.OA **Generate and analyze patterns.**

MGSE4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain informally why the pattern will continue to develop in this way. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers.*

MGSE4.MD **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.**

MGSE4.MD.1a Understand the relationship between gallons, cups, quarts, and pints.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will be able to use functions to interpret and analyze a variety of contexts.***

GA Standard Code

MGSE4.MD **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.**

MGSE4.MD.1c Record measurement equivalents in a two column table.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will be able to prove, understand, and model geometric concepts using appropriate tools, theorems, and constructions to solve problems and apply logical reasoning.***

GA Standard Code

MGSE4.MD **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

MGSE4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

MGSE4.MD **Geometric Measurement: understand concepts of angle and measure angles.**

MGSE4.MD.5a Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle" and can be used to measure angles.

MGSE4.MD.5b	Understand that an angle that turns through n one-degree angles is said to have an angle measure of n degrees.
MGSE4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MGSE4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol or letter for the unknown angle measure.
MGSE4.MD.8	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

MGSE4.G **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

MGSE4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MGSE4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MGSE4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will be able to use a variety of data analysis and statistics strategies to analyze, develop, and evaluate inferences based on data.***

GA Standard Code

MGSE4.MD **Represent and interpret data.**

MGSE4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots. *For example, from a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Teaching & Learning Standards

Science

4th Grade

HENRY LEARNING PROGRESSIONS

4th Grade
Science

Quarter 1		Quarter 2		Quarter 3		Quarter 4	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
6 weeks	*3 weeks*	*6 weeks*	*3 weeks*	*5 weeks*	*4 weeks*	*4 weeks*	*5 weeks*
Ecology	**Stars and Planets**	**Sun, Moon and Earth**	**Water Cycle**	**Weather and Climate**	**Force and Motion**	**Sound**	**Light**
S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem. a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. c. Design a scenario to demonstrate the effect of a change on an ecosystem. d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or overabundant.	**S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.** a. Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky. b. Construct an argument on why some stars (including the Earth's sun) appear to be larger or brighter than others. c. Construct an explanation of the differences between stars and planets. d. Evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun.	**S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.** a. Develop a model to support an explanation of why the length of day and night change throughout the year. b. Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full). c. Construct an explanation of how the Earth's orbit, with its consistent tilt, affects seasonal changes.	**S4E3. Obtain, evaluate, and communicate information to demonstrate the water cycle.** a. Plan and carry out investigations to observe the flow of energy in water as it changes states from solid (ice) to liquid (water) to gas (water vapor) and changes from gas to liquid to solid. b. Develop models to illustrate multiple pathways water may take during the water cycle (evaporation, condensation, and precipitation).	**S4E4. Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.** a. Construct an explanation of how weather instruments (thermometer, rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts. b. Interpret data from weather maps, including fronts (warm, cold, and stationary), temperature, pressure, and precipitation to make an informed prediction about tomorrow's weather. c. Ask questions and use observations of cloud types (cirrus, stratus, and cumulus) and data of weather conditions to predict weather events. d. Construct an explanation based on research to communicate the difference between weather and climate.	**S4P3. Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.** a. Plan and carry out an investigation on the effects of balanced and unbalanced forces on an object and communicate the results. b. Construct an argument to support the claim that gravitational force affects the motion of an object. c. Ask questions to identify and explain the uses of simple machines (lever, pulley, wedge, inclined plane, wheel and axle, and screw) and how forces are changed when simple machines are used to complete tasks.	**S4P2. Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.** a. Plan and carry out an investigation utilizing everyday objects to produce sound and predict the effects of changing the strength or speed of vibrations. b. Design and construct a device to communicate across a distance using light and/or sound.	**S4P1. Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects.** a. Plan and carry out investigations to observe and record how light interacts with various materials to classify them as opaque, transparent, or translucent. b. Plan and carry out investigations to describe the path light travels from a light source to a mirror and how it is reflected by the mirror using different angles. c. Plan and carry out an investigation utilizing everyday materials to explore examples of when light is refracted.

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 understand and analyze the origins of the solar system and its position in the universe through scientific processes and practices.***

GA Standard Code

S4E1 **Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.**

- S4E1a Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky.
- S4E1b Construct an argument on why some stars (including the Earth's sun) appear to be larger or brighter than others.
- S4E1c Construct an explanation of the differences between stars and planets.
- S4E1d Evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun.

S4E2 **Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.**

- S4E2a Develop a model to support an explanation of why the length of day and night change throughout the year.
- S4E2b Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).
- S4E2c Construct an explanation of how the Earth's orbit, with its consistent tilt, affects seasonal changes.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will understand and analyze the role of water in Earth processes, the dynamics and composition of the atmosphere, and global processes influencing weather and climate.***

GA Standard Code

S4E3 **Obtain, evaluate, and communicate information to demonstrate the water cycle.**

- S4E3a Plan and carry out investigations to observe the flow of energy in water as it changes states from solid (ice) to liquid (water) to gas (water vapor) and changes from gas to liquid to solid.
- S4E3b Develop models to illustrate multiple pathways water may take during the water cycle (evaporation, condensation, and precipitation).

S4E4 **Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.**

S4E4a Construct an explanation of how weather instruments (thermometer, rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts.

S4E4b Interpret data from weather maps, including fronts (warm, cold, and stationary), temperature, pressure, and precipitation to make an informed prediction about tomorrow's weather.

S4E4c Ask questions and use observations of cloud types (cirrus, stratus, and cumulus) and data of weather conditions to predict weather events.

S4E4d Construct an explanation based on research to communicate the difference between weather and climate.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will apply scientific and engineering practices to understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem.***

GA Standard Code

S4L1 **Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.**

S4L1a Develop a model to describe the roles of producers, consumers, and decomposers in a community.

S4L1b Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

S4L1c Design a scenario to demonstrate the effect of a change on an ecosystem.

S4L1d Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or overabundant.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will understand and analyze energy and the characteristics of waves as demonstrated through the integration of scientific practices.***

GA Standard Code

S4P1 **Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects.**

S4P1a Plan and carry out investigations to observe and record how light interacts with various materials to classify them as opaque, transparent, or translucent.

S4P1b Plan and carry out investigations to describe the path light travels from a light source to a mirror and how it is reflected by the mirror using different angles.

S4P1c Plan and carry out an investigation utilizing everyday materials to explore examples of when light is refracted.

S4P2 **Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.**

S4P2a Plan and carry out an investigation utilizing everyday objects to produce sound and predict the effects of changing the strength or speed of vibrations.

S4P2b Design and construct a device to communicate across a distance using light and/or sound.

HCS Graduate Learner Outcome	***As a Henry County graduate, I will understand and analyze forces, mass, motion, and interactions through scientific processes and practices.***

GA Standard Code

S4P3 **Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.**

S4P3a Plan and carry out an investigation on the effects of balanced and unbalanced forces on an object and communicate the results.

S4P3b Construct an argument to support the claim that gravitational force affects the motion of an object.

S4P3c Ask questions to identify and explain the uses of simple machines (lever, pulley, wedge, inclined plane, wheel and axle, and screw) and how forces are changed when simple machines are used to complete tasks.

Teaching & Learning Standards

Social Studies

4th Grade

HENRY LEARNING PROGRESSIONS

4th Grade
Social Studies

Quarter 1	Quarter 2	
Unit 1	**Unit 2**	**Unit 3**
9 weeks	*7 weeks*	*2 weeks*
Forming a New Nation: American Revolution	**Challenges of a New Nation**	**The Nation Expands**
SS4H1 Explain the causes, events, and results of the American Revolution. SS4G1a Locate important physical and man-made features in the United States. SS4G2a Describe how physical systems affect human systems. SS4E1e Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. MGS5 Use graphic scales to determine distances on a map. MGS6 Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. MGS7 Use a map to explain impact of geography on historical and current events. MGS8 Draw conclusions and make generalizations based on information from maps. MGS9 Use latitude and longitude to determine location. MGS10 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. MGS11 Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations. IPS10 Analyze artifacts. IPS12 Analyze graphs and diagrams. IPS13 Translate dates into centuries, eras, or ages. IPS14 Formulate appropriate research questions. IPS15 Determine adequacy and/or relevancy of information. IPS16 Check for consistency of information. IPS17 Interpret political cartoons.	SS4H2 Analyze the challenges faced by the framers of the Constitution. SS4CG1 Describe the meaning of terms (see standards). 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. MGS5 Use graphic scales to determine distances on a map. MGS6 Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. MGS7 Use a map to explain impact of geography on historical and current events. MGS8 Draw conclusions and make generalizations based on information from maps. MGS9 Use latitude and longitude to determine location. MGS10 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. MGS11 Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations. IPS3 Identify issues and/or problems and alternative solutions. IPS10 Analyze artifacts. IPS12 Analyze graphs and diagrams. IPS13 Translate dates into centuries, eras, or ages. IPS14 Formulate appropriate research questions. IPS15 Determine adequacy and/or relevancy of information. IPS16 Check for consistency of information. IPS17 Interpret political cartoons.	SS4H3 Explain westward expansion in America. SS4E1a & d & f Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important. SS4G1b Locate important physical and man-made features in the United States. SS4G2b Describe how physical systems affect human systems. MGS5 Use graphic scales to determine distances on a map. MGS6 Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. MGS7 Use a map to explain impact of geography on historical and current events. MGS8 Draw conclusions and make generalizations based on information from maps. MGS9 Use latitude and longitude to determine location. MGS10 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. MGS11 Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations. IPS3 Identify issues and/or problems and alternative solutions. IPS10 Analyze artifacts. IPS12 Analyze graphs and diagrams. IPS13 Translate dates into centuries, eras, or ages. IPS14 Formulate appropriate research questions. IPS15 Determine adequacy and/or relevancy of information. IPS16 Check for consistency of information. IPS17 Interpret political cartoons.

HENRY LEARNING PROGRESSIONS

4th Grade
Social Studies

Quarter 3		Quarter 4	
Unit 4	**Unit 5**	**Unit 6**	**Unit 7**
2 weeks	*7 weeks*	*5 weeks*	*4 weeks*
The Fight for Suffrage	**The Civil War**	**Reconstruction**	**Economics**
SS4H4 Examine the main ideas of the abolitionist and suffrage movements. MGS11 Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations. IPS3 Identify issues and/or problems and alternative solutions. IPS10 Analyze artifacts. IPS12 Analyze graphs and diagrams. IPS13 Translate dates into centuries, eras, or ages. IPS14 Formulate appropriate research questions. IPS15 Determine adequacy and/or relevancy of information. IPS16 Check for consistency of information. IPS17 Interpret political cartoons.	SS4H5 Explain the causes, major events, and consequences of the Civil War. MGS5 Use graphic scales to determine distances on a map. MGS6 Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. MGS7 Use a map to explain impact of geography on historical and current events. MGS8 Draw conclusions and make generalizations based on information from maps. MGS9 Use latitude and longitude to determine location. MGS10 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. MGS11 Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations. IPS3 Identify issues and/or problems and alternative solutions. IPS10 Analyze artifacts. IPS12 Analyze graphs and diagrams. IPS13 Translate dates into centuries, eras, or ages. IPS14 Formulate appropriate research questions. IPS15 Determine adequacy and/or relevancy of information. IPS16 Check for consistency of information. IPS17 Interpret political cartoons.	SS4H6 Analyze the effects of Reconstruction on American life. MGS5 Use graphic scales to determine distances on a map. MGS6 Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. MGS7 Use a map to explain impact of geography on historical and current events. MGS8 Draw conclusions and make generalizations based on information from maps. MGS9 Use latitude and longitude to determine location. MGS10 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. MGS11 Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations. IPS3 Identify issues and/or problems and alternative solutions. IPS10 Analyze artifacts. IPS12 Analyze graphs and diagrams. IPS13 Translate dates into centuries, eras, or ages. IPS14 Formulate appropriate research questions. IPS15 Determine adequacy and/or relevancy of information. IPS16 Check for consistency of information. IPS17 Interpret political cartoons.	SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

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.