

**Main Criteria:** South Carolina Standards & Learning

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**South Carolina Standards & Learning**

**Science**

Grade: 4 - Adopted: 2021

STANDARD / COURSE		Physical Science (PS)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Waves and their Applications in Technologies for Information Transfer (PS4)

PERFORMANCE DESCRIPTOR / STANDARD

4-PS4-3. Generate and compare multiple solutions that use patterns to transmit information.

[Social Studies Online](#)

[Grade 3 - Geography of Our Communities](#)

STANDARD / COURSE		Life Science (LS)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		From Molecules to Organisms: Structures and Processes (LS1)

PERFORMANCE DESCRIPTOR / STANDARD

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function together in a system to support survival, growth, behavior, and reproduction.

[Social Studies Online](#)

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

[Canada: Coast to Coast](#)

[Galapagos Islands](#)

[Grade 4 - Southwest Region Early Beginnings](#)

[Grade 4 - West Region Geography](#)

[How Coral Reefs Are Formed](#)

[The Sahara Desert](#)

[Who Lives On a Coral Reef?](#)

PERFORMANCE DESCRIPTOR / STANDARD

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

[Social Studies Online](#)

[Grade 4 - West Region Geography](#)

[Who Lives On a Coral Reef?](#)

STANDARD / COURSE		Earth and Space Science (ESS)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Earth's Systems (ESS2)

PERFORMANCE DESCRIPTOR / STANDARD	4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
STANDARD / COURSE		Earth and Space Science (ESS)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Earth and Human Activity (ESS3)

PERFORMANCE DESCRIPTOR / STANDARD	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and how their uses affect the environment.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert
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PERFORMANCE DESCRIPTOR / STANDARD	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities
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**South Carolina Standards & Learning**  
**Social Studies**  
Grade: 4 - Adopted: 2019

STANDARD / COURSE		Grade 4 Deconstructed Skills
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	CO:	Comparison – Identify comparisons based on common or differing characteristics or contexts.
PERFORMANCE DESCRIPTOR / STANDARD		To demonstrate their ability to use the skill of comparison, students should:

GRADE LEVEL EXAMPLE / STAGE	<p>identify characteristics (i.e. who, what, where, why, when, and how) of historical developments.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
GRADE LEVEL EXAMPLE / STAGE	<p>identify similarities and/or differences between historical events, ideas, and/or characteristics.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
GRADE LEVEL EXAMPLE / STAGE	<p>identify similarities and/or differences between political, economic, and/or geographic regions.</p> <p><b><u>Social Studies Online</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p>

GRADE LEVEL EXAMPLE / STAGE	identify similarities and/or differences of perspectives between groups of people.
	<b><u>Social Studies Online</u></b> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a>

STANDARD / COURSE		Grade 4 Deconstructed Skills
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	CE:	Causation – Identify multiple causes and effects, to include distinguishing long-term and short-term examples.
PERFORMANCE DESCRIPTOR / STANDARD		To demonstrate their ability to use the skill of causation, students should:

GRADE LEVEL EXAMPLE / STAGE	identify multiple causes and effects (i.e. short-term and long-term) for historical events.
	<b><u>Social Studies Online</u></b> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Rome - The Eternal City</a>

GRADE LEVEL EXAMPLE / STAGE	<p>identify how previous events contributed to subsequent events.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
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GRADE LEVEL EXAMPLE / STAGE	<p>identify how history would be different if historical events had different outcomes.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
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STANDARD / COURSE		Grade 4 Deconstructed Skills
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	CC:	Continuities and Changes – Recognize patterns of historical continuity and changes in history.
PERFORMANCE DESCRIPTOR / STANDARD		To demonstrate their ability to understand continuities and changes, students should:

GRADE LEVEL EXAMPLE / STAGE	<p>identify recurring patterns in historical events.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
GRADE LEVEL EXAMPLE / STAGE	<p>identify changes in the patterns of historical events.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
GRADE LEVEL EXAMPLE / STAGE	<p>identify continuities in the patterns of historical events.</p> <p><b><u>Social Studies Online</u></b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>

STANDARD / COURSE		Grade 4 Standards – United States & South Carolina Studies Part I
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Colonization
PERFORMANCE DESCRIPTOR / STANDARD	Standard 1:	Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.
GRADE LEVEL EXAMPLE / STAGE		Enduring Understanding: The various cultures, establishments, and settlements of North American colonies were a result of interactions and contributions primarily of Native Americans, Europeans, and enslaved Africans. The British North America colonies each developed a unique culture connected to their economic, geographic, and political resources and beliefs.

INDICATOR	4.1.CO	Compare the interactions among cultural groups as a result of European colonization.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - The First Americans</a>
INDICATOR	4.1.CE	Identify the effects of changing economic systems on the diverse populations in British North America.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
INDICATOR	4.1.P	Explain the development of political institutions and social characteristics that defined the British colonial regions.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - The First Americans</a>
INDICATOR	4.1.CC	Identify patterns of change and continuity in the development of economic systems in British North America.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
INDICATOR	4.1.E	Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>

STANDARD / COURSE		Grade 4 Standards – United States & South Carolina Studies Part I
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		A New Nation
PERFORMANCE DESCRIPTOR / STANDARD	Standard 2:	Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

GRADE LEVEL EXAMPLE / STAGE		Enduring Understanding: Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation.
INDICATOR	4.2.CE	Examine the economic and political motivations for colonists to declare independence from Great Britain.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Northeast</a>
INDICATOR	4.2.P	Analyze the sequence of events that led to the establishment of the U.S. as a democratic republic.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Northeast</a>
INDICATOR	4.2.CC	Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Northeast</a>
STANDARD / COURSE		Grade 4 Standards – United States & South Carolina Studies Part I
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Expansion and Sectionalism
PERFORMANCE DESCRIPTOR / STANDARD	Standard 3:	Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.
GRADE LEVEL EXAMPLE / STAGE		Enduring Understanding: The new century saw the U.S. being transformed through land acquisitions in the West, which provided some Americans with a hope for land ownership and a better life. The expansion also heightened and continued the debate on the legalities and expansion of slavery and significantly impacted Native Americans' way of life.
INDICATOR	4.3.CO	Compare the motivations for and reactions to various expeditions into the Western territories.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
INDICATOR	4.3.CE	Analyze the effects of government policies in promoting United States territorial expansion into the west.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a>



INDICATOR	4.3.P	Analyze the role of technology and the environmental impact during the period of Westward Expansion.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
INDICATOR	4.3.CC	Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U.S. expanded westward.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
INDICATOR	4.3.E	Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>

STANDARD / COURSE		Grade 4 Standards – United States & South Carolina Studies Part I
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		A Divided Nation
PERFORMANCE DESCRIPTOR / STANDARD	Standard 4:	Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870.
GRADE LEVEL EXAMPLE / STAGE		Enduring Understanding: Regional economic interests led to insurmountable political and social divisions during this time period. Sectionalism led the United States into a costly and devastating Civil War, which ultimately resulted in the preservation the United States of America.

INDICATOR	4.4.CO	Compare the economic and political causes of the Civil War.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
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STANDARD / COURSE		Grade 4 Standards – United States & South Carolina Studies Part I
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Rebuilding
PERFORMANCE DESCRIPTOR / STANDARD	Standard 5:	Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860– 1880.
GRADE LEVEL EXAMPLE / STAGE		Enduring Understanding: The United States faced multiple challenges in the planning and implementation of laws designed to reshape the nation following the Civil War. Economic, political, and social forces provided unique regional successes and failures, which ultimately resulted in a compromise to demilitarize the southern states leading to a turbulent reaction to Reconstruction and the design of new laws to reverse many of the advances achieved by post-Civil War legislation.

INDICATOR	4.5.CO	Compare the roles of various groups on Reconstruction.  <a href="#"><u>Social Studies Online</u></a> Grade 4 - Southeast Region of the U.S.
INDICATOR	4.5.CE	Analyze the impact of federal legislation on the South during Reconstruction.  <a href="#"><u>Social Studies Online</u></a> Grade 4 - Southeast Region of the U.S.
INDICATOR	4.5.P	Summarize Reconstruction as a turning point in American history.  <a href="#"><u>Social Studies Online</u></a> Grade 4 - Southeast Region of the U.S.
INDICATOR	4.5.CC	Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.  <a href="#"><u>Social Studies Online</u></a> Grade 4 - Southeast Region of the U.S.
INDICATOR	4.5.E	Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations in the South and in other regions of the U.S.  <a href="#"><u>Social Studies Online</u></a> Grade 4 - Southeast Region of the U.S.