

Social Studies Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

FOURTH GRADE



August 13, 2002

Standards, Learning Expectations, and Draft Performance Indicators

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.
- 1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.1.spi.1. identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders).
- 4.1.spi.2. identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French).

At Level 2, the student is able to

- 4.1.spi.3 determine how various groups resolve conflict (i.e., school, tribal councils, courts).
- 4.1.spi.4 examine how Native American culture changed as a result of contact with European cultures. (i.e. decreased population, spread of disease, increased conflict, loss of territory, increase of trade.)
- 4.1.spi.5. identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e. Cherokee, Creek, Shawnee, English, Scottish, French, American born pioneers).

at Level 3, the student is able to

4.1.spi.6. read and interpret facts from a historical passage about an early American Spanish mission.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

4.1.tpi.1. discover the story of early Tennessee settlers in the formation of the Wautaga settlement.

4.1.tpi.2 discuss the importance of forts such as Fort Loudon in the development of the emerging Tennessee community and the lives of the soldiers.

At Level 2, the student is able to

4.1.tpi.3 compare leadership styles among Native American groups and European groups.

4.1.tpi.4 show how a conflict can be solved through a tribal council and/or court system (e.g., Venn diagram, debate, t chart, demonstration).

4.1.tpi.5 create a poster about a cultural group.

4.1.tpi.6 experience a storyteller's version of a historical account.

At Level 3, the student is able to

4.1.tpi. 7 write or give an oral report about early American Spanish missions.

4.1.tpi.8 create and/or perform a play based upon explorers coming to North America and meeting Native Americans.

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

Learning Expectations:

2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

2.02 Give examples of the interaction of groups, businesses, and governments in a market economy.

2.03 Understand fundamental economic concepts.

2.04 Understand the development of economics within Tennessee and early America.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

4.2.spi.1. recognize the concept of supply and demand.

At Level 2, the student is able to

4.2.spi.2. interpret a chart of major agricultural produce in Tennessee. (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, sheep).

4.2.spi.3. identify major industries of Colonial America using a map of the original 13 colonies.

4.2.spi.4. recognize the difference between a barter system and a money system.

At Level 3, the student is able to

4.2.spi.5. analyze the impact of European exploration and colonization on the economy of Tennessee.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

4.tpi.1. draw a product map of Tennessee or a United States region.

4.tpi.2. find pictures of products produced in Tennessee.

At Level 2, the student is able to

4.tpi.3. compare economic patterns among various Native American groups.

4.tpi.4. barter school supplies to illustrate the barter system.

At Level 3, the student is able to

4.tpi.5. auction off a piece of candy to illustrate supply and demand.

4.tpi.6. establish a class store to show the use of money.

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

3.02 Recognize the interaction between human and physical systems around the world.

3.03 Understand how to identify and locate major physical and political features on globes and maps.

3.04 Understand the geographic factors that determined the locations of and patterns of settlements in Tennessee.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

4.3.spi.1. identify the routes the explorers of the Americas on a map (i.e., Columbus, Balboa, Pizarro, DeSoto).

4.3.spi.2. identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, forests).

At Level 2, the student is able to

4.3.spi.3. recognize the reasons settlements are founded on major river systems. (i.e., transportation, manmade boundaries, food and water sources).

4.3.spi.4. recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, Hudson).

4.3.spi.5. determine how physical processes shape the United States' features and patterns (i.e. erosion, volcanoes, plate tectonics, flooding).

At Level 3, the student is able to

4.3.spi.6. use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington DC, Philadelphia, Sante Fe, Los Angeles).

4.3.spi.7. determine how density, distribution, and growth rate affected United States settlement patterns.

4.3.spi.8. identify cause and effect relationships between population distribution and environmental issues (i.e., water supply, air quality, solid waste).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

4.3.tpi.1. draw lines of latitude and longitude on an inflated balloon.

At Level 2, the student is able to

4.3.tpi.2. create a paper mache' globe including major landforms, bodies of water, and the equator.

4.3.tpi.3. write a journal article from the perspective of an early Native American, colonist, or European visitor with special attention to the surrounding geography.

At Level 3, the student is able to

4.3.tpi.4. create salt dough maps to show physical features.

4.3.tpi.5. design a diorama depicting a geographic place or significant historical event. (e.g.,

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.4.spi.1. identify the 3 branches of federal and state governments.

At Level 2, the student is able to

- 4.4.spi.2. identify the rights outlined by the Bill of Rights (i.e., Amendments 1,5,6,8).
- 4.4.spi.3. examine how the Mayflower Compact is a symbol of the first United States government.

At Level 3, the student is able to

- 4.4.spi.4. using a chart showing checks and balances, explain how one branch of government can limit the power of others.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 4.4.tpi.1. write a letter to an elected official.
- 4.4.tpi.2. illustrate the rights protected by the Bill of Rights through the use of a living tableau.

At Level 2, the student is able to

- 4.4.tpi.3. hold a mock debate on various local, state, or national contemporary or historical issues.
- 4.4.tpi.4. enact a Bill of Rights living tableau.

4.4.tpi.5. conduct a living history drama showing the reasons behind the Mayflower Compact.

4.4.tpi.6. design a set of classroom rules to illustrate ideas in the Constitution.

At Level 2, the student is able to

4.4.tpi.7. elect a class president and vice president.

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

Era 1 - Three Worlds Meet (Beginnings to 1620)

5.01 Identify the ancient civilizations of the Americas.

5.02 Understand the place of historical events in the context of past, present and future.

5.03 Recognize major events, people, and patterns in Tennessee.

Era 2 - Colonization and Settlement (1585-1763)

5.04 Recognize the role desire for freedom played in the settlement of the New World.

5.05 Understand the place of historical events in the context of past, present and future.

5.06 Identify major events, people, and patterns in Tennessee.

Era 3 -Revolution and the New Nation (1754-1820)

5.07 Identify the causes and results of the American Revolution.

5.08 Understand the place of historical events in the context of past, present and future.

5.09 Recognize major events, people, and patterns in Tennessee.

Era 4 - Expansion and Reform (1801-1861)

5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.

5.11 Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.

5.12 Identify major events, people, and patterns in Tennessee.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

4.5.spi.1. identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, Chickasaw).

4.5.spi.2. identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).

At Level 2, the student is able to

4.5.spi.3. interpret a time line that depicts major historical pre-Civil War events.

4.5.spi.4. determine the hardships faced by early Tennessee settlers in the late 1700's (i.e., security, isolated communities, lack of access to goods, natural geography).

4.5.spi.5. determine the reasons for colonial settlement (i.e., religious, economic, individual freedom).

4.5.spi.6. examine the events that contributed to the outbreak of the American Revolution (i.e. taxation, judicial process, lack of representations, quartering of troops).

4.5.spi.7. Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, small and large states having unequal representation).

4.5.spi.8. interpret a time line that depicts slave and indentured servants coming from Europe to life in North America.

4.5.spi.9. determine the influence Lewis and Clark's expedition had on westward expansion.

4.5.spi.10. recognize the accomplishments of John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).

At Level 3, the student is able to

4.5.spi.11. interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, politics).

4.5.spi.12. Read and interpret a passage about the Trail of Tears.

4.5.spi.13. analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, increased natural resources.)

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

4.5.tpi.1. design a poster showing a major historical event.

4.5.tpi.2. create a time line of major events.

At Level 2, the student is able to

4.5.tpi.3. visit historical Tennessee sites.

4.5.tpi.4. participate in a simulation illustrating the Second Continental Congress and debate England's policies.

- 4.5.tpi.5. design a picture book showing famous Tennesseans and describe their accomplishments.
- 4.5.tpi.6. write a journal entry describing the hardships of early American history.
- 4.5.tpi.7. identify the contributions of early pioneers to the development of Tennessee and America.

At Level 3, the student is able to

- 4.5.tpi.8. color code a map showing free states and slave states.
- 4.5.tpi.9. draw a United States showing before and after the Louisiana Purchase.
- 4.5.tpi.10. create a Venn Diagram showing the reasons for and against the Trail of Tears.\

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Recognize the impact of individual and group decisions.
- 6.02 Understand how groups can effect change at the local, state, and national level.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.6.spi.1. recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American. Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).

At Level 2, the student is able to

- 4.6.spi.2. determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e., abolitionists, plantation owners, state's rights, central government, Loyalists).

At Level 3, the student is able to

- 4.6.spi.3. read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, Bill of Rights).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 4.6.tpi.1. draw a cause and effect map examining the issue of slavery.

At Level 2, the student is able to

4.6.tpi.2. create a scrapbook showing slave perspectives including drawings, newspaper articles, and other primary sources.

at Level 3, the student is able to

4.6.tpi.3. create a mini-book that illustrates contrasting views (e.g., taxes, slavery, Bill of Rights).

