

Fourth Grade Learning Expectations

1.0 *Culture*

- 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, and socioeconomic groups to the development of civilizations.
- 1.04 Understand the contributions and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

2.0 *Economics*

- 2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of 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.

3.0 *Geography*

- 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.

4.0 *Governance and Civics*

- 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 Learning Expectations

5.0 *History*

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 Recognize 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.

6.0 *Individuals, Groups, and Interactions*

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, national, and world levels.

Fourth Grade Student Performance Indicators by Era Tennessee Social Studies Curriculum Standards

Era 2 Colonization and Settlement (1585-1763)

- 4.1.spi.1 Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders). (Eras 1 & 2)
- 4.1.spi.2 Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French). (Eras 1 & 2)
- 4.1.spi.3 Determine how various groups resolve conflict (i.e., schools, tribal councils, courts). (Eras 1-4)
- 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). (Eras 1-4)
- 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). (Eras 2 & 3)
- 4.1.spi.6 Read and interpret facts from a historical passage about an early American Spanish mission. (Eras 1 & 2)
- 4.2.spi.1 Recognize the concept of supply and demand. (Eras 1-4)
- 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). (Eras 2-4)
- 4.2.spi.3 Identify major industries of Colonial America using a map of the original 13 colonies. (Eras 1-3)
- 4.2.spi.4 Recognize the difference between a barter system and a money system. (Eras 1-4)
- 4.2.spi.5 Analyze the impact of European exploration and colonization on the economy of Tennessee. (Eras 1-4)
- 4.3.spi.1 Identify the routes the explorers of the Americas on a map (i.e., Columbus, Balboa, Pizarro, DeSoto). (Eras 1 & 2)
- 4.3.spi.2 Identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, forests). (Eras 1-4)
- 4.3.spi.3 Recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food and water sources). (Eras 1-4)
- 4.3.spi.4 Recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, Hudson). (Eras 1-4)
- 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). (Eras 1-4)
- 4.3.spi.7 Determine how density, distribution, and growth rate affected United States settlement patterns. (Eras 1-4)
- 4.4.spi.3 Examine how the Mayflower Compact is a symbol of the first United States government. (Eras 2 & 3)
- 4.4.spi.4 Using a chart showing checks and balances, explain how one branch of government can limit the power of others. (Eras 2-4)

Era 2, continued

- 4.5.spi.1 Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, Chickasaw). (Eras 1-3)
- 4.5.spi.3 Interpret a time line that depicts major historical pre-Civil War events. (Eras 1-4)
- 4.5.spi.5 Determine the reasons for colonial settlement (i.e., religious, economic, individual freedom). (Eras 1 & 2)
- 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). (Eras 2 & 3)
- 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). (Eras 1-3)
- 4.5.spi.8 Interpret a time line that depicts slave and indentured servants coming from Europe to life in North America. (Eras 1-4)
- 4.5.spi.11 Interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, politics). (Eras 1-4)
- 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). (Eras 1-3)
- 4.6.spi.3
individuals Read and interpret a passage about a political or economic issue which may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, Bill of Rights). (Eras 2 & 4)